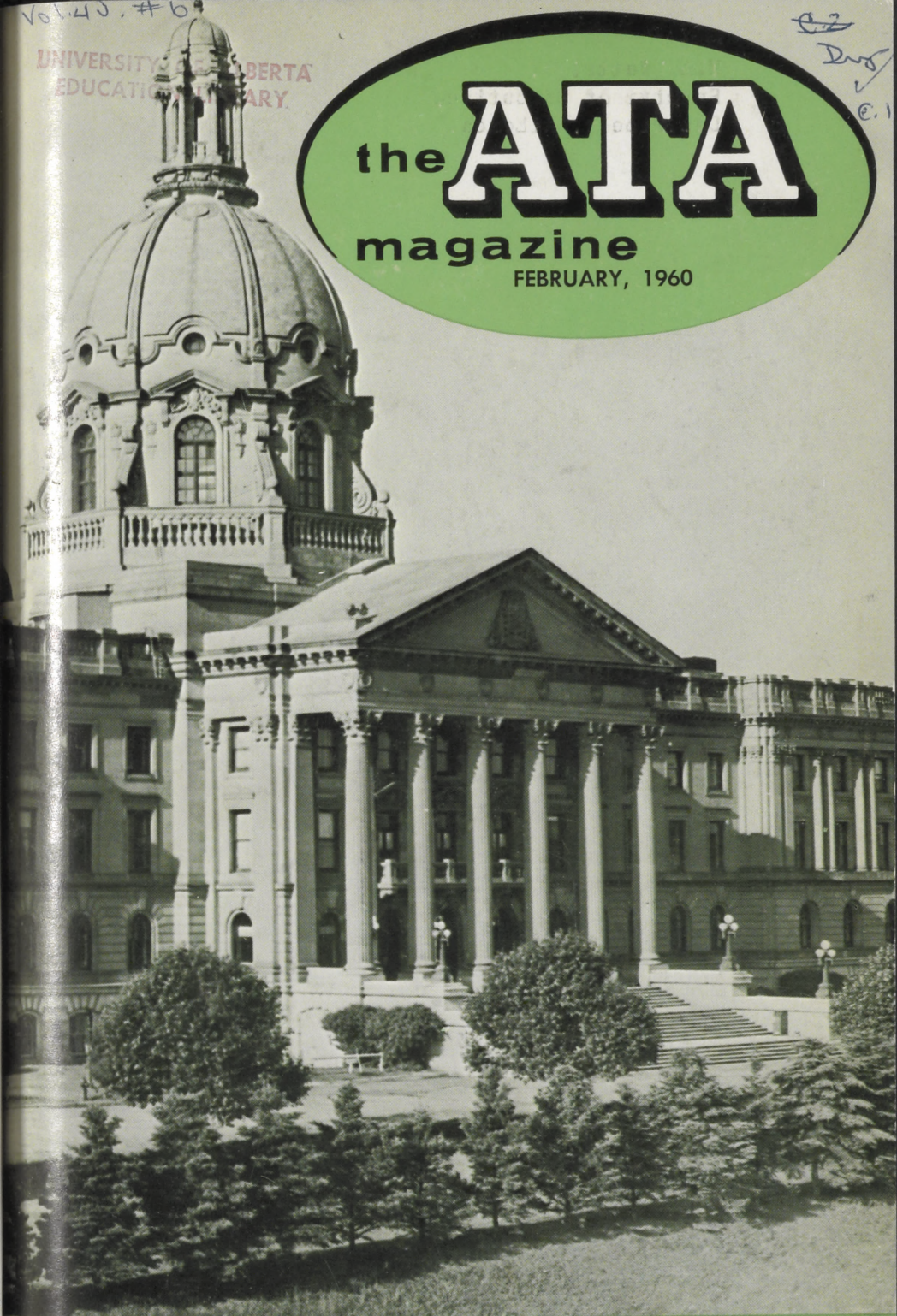
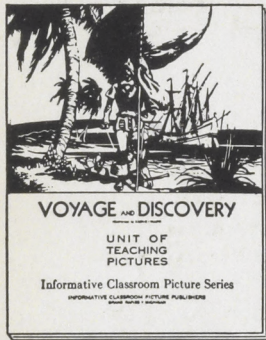
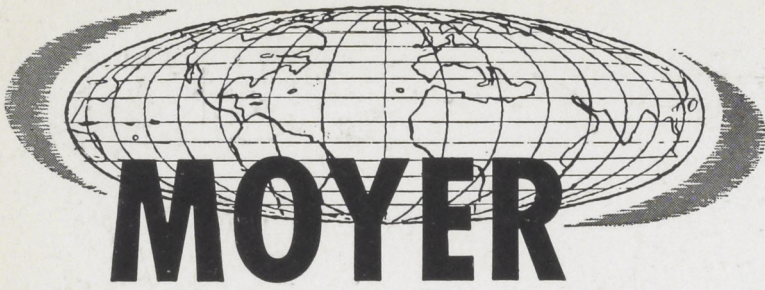


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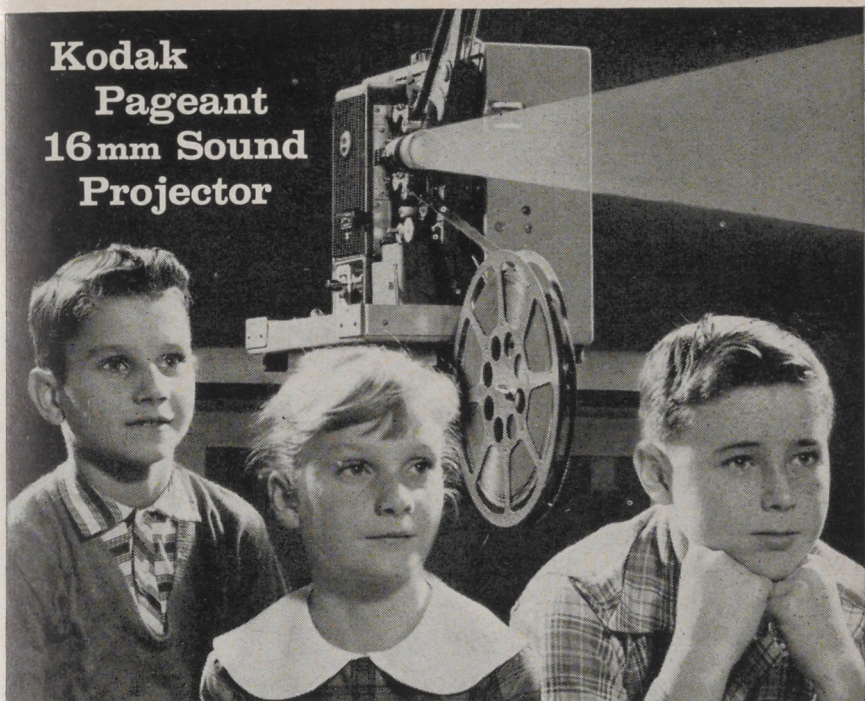
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THE MONTH'S COVER STORY

Our February cover features the legislative building of the province. Of considerable interest to teachers during the current session of the legislature will be discussion and debate on the report of the Cameron Commission.



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THE ATA MAGAZINE

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the **ATA** magazine

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What's Ahead?

These are exciting times for those interested in education. Out of the welter of confusion that has attended the great debate on education, reason and sense have emerged. A little battered and disheveled, it is true, but the victors for all that. Instead of the spectacle of geysers of muddy opinion erupting through newspapers, periodicals, and books, the public has latterly been treated to the refreshing sight of sane people methodically examining our educational system to find what is good, what is bad, and what can be made better.

Here in Alberta, the job was done by the Royal Commission on Education, now popularly known as the Cameron Commission. It is a matter of record how carefully and extensively the commissioners studied our educational system. There is no doubt that neither time nor effort were spared to make certain that the study would be as comprehensive a one as could be made. Excrutiating care was taken to separate fact from opinion. No doubt, some individuals and groups who appeared before the Commission had a bad time, for the commissioners insisted on evidence. And this must have been a devastating shock to those who came to spout cataracts of cant, who came from the mists of misinformation to rail for the sake of railing, and to those whose arrogance tolerated no views but their own. Now most of that is in the past, and we can turn to the present and look to the future.

The Cameron Commission report is a master plan for the future development of our public system of education. In this plan the relationship of the teacher, the curriculum, the school, and even the teachers' organization are brought into sharp focus. It will be well if we consider these matters with all our heart and our

mind, for this is surely not the time to play the timid and indecisive role.

The most impressive part of the Cameron report is what it has to say about teacher education. The categorical assertion is that the teacher is the key in the educational process. Now, we have been saying the same thing for nigh on to 40 years, but it sounds much better when it is the august pronouncement of a royal commission.

But that isn't all. The report goes on to say that, if the teacher is the key, the quality of the teaching force is of paramount importance in any educational system. The Commission urges a definite program for raising standards in the teaching profession. This program is twofold, because it applies not only to those who are to enter the teaching profession, but also to those who are now teaching in the classrooms of this province without adequate professional preparation.

So, here we are. After long and tedious years of goading, prodding, nagging, pleading, and fighting, the Association's avowed objective of four years of university education as basic professional preparation for certification has been endorsed by the recommendations of a royal commission. There can be a slip between the lip and the cup, but only if we let it happen. It is up to us to spare no effort in pressing for the adoption of the Commission's formula, which will culminate in 1971 when the minimum standard for certification as a teacher would be the bachelor of education degree or its equivalent.

What must be done to give effect to this change? No legislation is required. Ministerial action would cover the situation nicely. We expect confidently that the Board of Teacher Education and Certification will recommend action to the Minister of Education. We hope that every teacher, trustee, and parent will press the government and members of the legislature for immediate action on this section of the Cameron Commission report.

A Public Service

We have been busy. A special issue of *The ATA Magazine* has been planned which will be devoted exclusively to a condensation of the report of the Royal Commission on Education in Alberta. Publication target is less than three weeks away!

The Executive Council of the Association authorized this condensation with the thought that it may stimulate readers to turn to the complete report for further details. The condensation will be an overview produced through the most careful scrutiny of the total report. No effort has been spared to make certain that the condensation is a factual summary of what the commissioners have said. The manuscript has been subjected to study by a number of people to make certain that it is completely objective and absolutely free from bias or wishful thinking. We will go to press with complete confidence in the accuracy of our summary.

The Association believes that the time, effort, and money expended on this job are warranted, because the Cameron Commission report is probably the most significant contribution to the cause of public education in this province. The initial free distribution will go to every teacher, every member of the legislature, every Alberta member of the House of Commons, and every school superintendent. In addition, distribution will be made to students in the Faculty of Education and to non-teacher subscribers. Consideration will be given to the idea of having available for distribution at cost sufficient copies to meet the demand from interested individuals and organizations.

Look for your copy soon and tell those who are interested to place their order early.

The Nature of the Hindu-Arabic System of Notation

Teachers of arithmetic will find the comparisons between our number system and other number systems of considerable interest. This article analyzes our own against several others which were developed in ancient times.

THE debt of Western civilizations to those of the East in terms of the advancement of human intelligence is immense. To the early Sumerians and Babylonians of the fourth century B.C. and earlier, we are indebted for the beginnings of writing; to the Phoenicians of the first century B.C., we owe the transmission and refinement of our alphabet with its phonetic elements; to the Hindus and the Arabs we must forever be grateful for what was perhaps the greatest achievement of the human mind: the invention, development, and transmission to Europe of the Hindu-Arabic system of numeration. It involved in its remarkable simplicity ten symbols called digits and two major principles: those of position (or place-value) and of addition. This Hindu-Arabic system, in the hands of men of mathematical vision, has evolved into a powerful implement for garnering from Nature her bountiful harvest of truths and laws.

Many of the cuneiform, hieroglyphic, or pictograph systems of antiquity em-

ployed a distinctly cardinal principle. Each numeral up to and including nine (or to b minus one where b is the base of the system) is merely a collection of strokes, each representing unity, with a similar pattern being used for units of higher value-order. This principle is apparent, for example, in the number systems of the Egyptians, the Babylonians, and the Romans. However, with the advent of the Phoenicians upon the historical scene, another principle of numeration emerged, in which the numbers were represented by letters of the alphabet in their spoken succession. This is the ordinal numeration of the Phoenicians and later Greeks.

These two antique systems were, according to Dantzig, totally inadequate in that they were incapable of being developed into an arithmetic which could be used by a person of average intelligence. The Hindu-Arabic system, on the other hand, based as it is upon place-value and employing but ten digits, made arithmetic accessible to all but

the very least intelligent human. Thus it is that "the achievement of the unknown Hindu who sometime in the first centuries of our era discovered the principle of position assumes the proportions of a world event . . . without it no progress in arithmetic was possible."

This Hindu-Arabic positional number system consists of the following elements:

- a base, b ;
- basic symbols, a_n , representing the numbers 1 to $(b - 1)$ in natural sequence;
- a symbol for zero, to designate an empty 'place' in a number.

Thus any number:

$$N_{(b)} = a_n b^n + a_{n-1} b^{n-1} + \dots + a_2 b^2 + a_1 b + a_0$$

where each a lies between 0 and b can be written as:

$$(a_n a_{n-1} a_{n-2} \dots a_2 a_1 a_0)$$

Thus a basic symbol in any given numeral represents its 'constant' value times a multiple of some power of the base (b), the power depending upon the position in which the basic symbol occurs.

In our decimal system:

- the base, b , is 10;
- the basic symbols, including zero, are: 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 in natural succession.

Thus the number

$$N_{(10)} = 3 \times 10^2 + 0 \times 10 + 5$$

is written 305.

Each successive place or position to the left has a place-value ten times greater than the previous position.

Similarly in the positional binary system where the base is 2 and the only basic symbols used are 0 and 1,

$$N_{(2)} = 1 \times 2^8 + 0 \times 2^7 + 0 \times 2^6 + 1 \times 2^5 + 1 \times 2^4 + 0 \times 2^3 + 0 \times 2^2 + 0 \times 2 + 1$$

is written — 100,110,001. In the decimal system, this is 305.

Each successive position to the left has a place-value twice as large as the preceding position.

Boyer points out the interesting fact that "verbal expression of all natural numbers up to a million requires only fifteen distinct words" in the Hindu-Arabic decimal system.

The Hindu-Arabic system requires the use of ten digit-symbols. In contrast, the Greek decimal system called for the use of 27 letters, the 24 letters of the Greek alphabet a to w plus bau (or digamma), $koppa$, and $sampi$, to represent the numbers less than one thousand. For numbers 1,000 and greater, the Greeks used subscripts on the original twenty-seven symbols. This ciphered system employed additive and multiplicative principles, and did not use a zero symbol.

The Babylonian system, an admixture of decimal and sexagisimal which employed additive, repetitive (cardinal), and positional principles, plus a subtractive symbol, used only three symbols:

one — I and ten — <

and a symbol for "subtract"

For $N < 60$, $b = 10$,

for $N > 60$, $b = 60$

and no zero symbol was used before 300 B.C., for example,

$524,551 = 2 \times 60^3 + 25 \times 60^2 + 42 \times 60 + 31$
was written

II <<IIIIII <<<<II <<<I

Although but three symbols are used, the complexity of the Babylonian system of numeration, especially in the non-use of the zero symbol and in the double-base, 10 and 60, contrasts unfavorably with other systems, especially our own.

The Egyptian system did not employ a zero symbol. It was built upon a denary base, had cardinal properties involving additive and repetitive principles, and involved the use of "many different and difficult symbols . . . to represent large numbers". In fact $(n+1)$ symbols were required to write numbers up to and

Mr. Morris, a Calgary teacher, is presently studying for his master of education degree at the University of Alberta, on a teaching fellowship from the Faculty of Education which was awarded to him last fall.

including 10^n , in contrast with the ten symbols of the Hindu-Arabic system.

Eves states that the Hindu-Arabic system of notation is named after the Hindus, who may have invented it and the Arabs, who transmitted it to Europe. The earliest known example of the system is found carved upon a stone column attributed to Asoka, in India, circa 250 B.C.

Florian Cajori writes that "the principle of local-value was used . . . on Babylonian tablets dating from 1600-2300 B.C., and . . . Babylonian records . . . contain a symbol for zero . . . not used in computation." The first known use of zero, according to Boyer, was that contained in a Hindu inscription dated 876 A.D. But Cajori states: "It is therefore probable that an imperfect notation involving the principle of local value . . . and the use of zero was imported into India."

"In the year 772 A.D.," continues Cajori, "the Hindu numerals, with the zero and the principle of position, were introduced among the Saracens . . . The symbols used by the Arabs can be traced back to the tenth century . . . At the middle of the twelfth century, the Occident was in possession of the (Hindu-Arabic) notation. At the close of the century, the Hindu methods of calculation began to supersede the cumbersome methods inherited from Rome (but) old methods were used long after the Hindu numerals were in common use."

The cumbersome system of the Romans, involving a return to the cardinal principle — the Greeks having used an ordinal principle — and employing additive, subtractive, repetitive, and multiplicative principles with no use of a zero symbol, was a millstone around

the necks of mediaeval calculators. Based, according to Eves, on a form of binary-quinary grouping necessitating symbols for 1, 5, 10, 50, 100, 500, 1,000, and an extension for noting numbers greater than 1,000, this system did not lend itself to efficient calculations, did not facilitate the necessary extension of the number system beyond the integers, and obscured the possibilities for further algebraic development possible in the Hindu-Arabic system.

The Hindu-Arabic system has decided advantages in terms of notational simplicity, ease of calculation, writing of very large and very small numbers, no ambiguity of place-value because of the zero-device, and extension of the system to include complex, real, rational, fractional, irrational, imaginary, and negative numbers. It would not, however, be true to say that it meets all requirements and is perfect. The positional principle is perhaps beyond question its most vital and necessary element, but the choice of base ($b = 10$), being but the result of a physiological 'accident', is not necessarily the most advantageous. For some purposes a binary system is more convenient; for others, the choice of a prime number, or alternatively, a multi-factored number would be of greater value.

However, whatever may be man's attitude toward it, the Hindu-Arabic system of notation will forever rank as one of the noblest and greatest achievements of mankind.

Further information on this subject can be found in the following works all of which have been quoted. Teachers and others interested in mathematical concepts will do well to search these texts.

Boyer, Lee E., *An Introduction to Mathematics for Teachers*, 1945

Cajori, Florian, *A History of Mathematics*, 1929

Dantzig, Tobias, *Number, the Language of Science*, 1956

Eves, Howard, *An Introduction to the History of Mathematics*, 1953

Hogben, L., *Mathematics for the Millions*, 1940

Larsen, Harold D., *Arithmetic for Colleges*, 1950

Smith, D. E. and Ginsburg, J., *Numbers and Numerals*, 1937

Our instruction must emphasize both—

Competency

and

Creativity

FRED T. TYLER

AS teachers, we are aware that the pupils in our classrooms differ greatly among themselves in many physical characteristics, such as height, weight, body build, and attractiveness. We realize, too, that they are dissimilar in the ease with which they profit from instruction, in the attitudes with which they approach their studies, and in the motivational forces that affect their behavior.

We know that psychological measures of pupils in a Grade VI class are markedly variable. For instance, in one such class with which the writer is acquainted, ages ranged from 10 years, 10 months to 12 years, 1 month; heights, from 4' 4½" to 5' 4"; weights, from 62 to 130 pounds; IQ's, from 62 to 155. When these same pupils were in Grade V their reading grades varied from 1.8 to 8.9, and their language grades varied from 2.2 to 9.7. Furthermore, each pupil may show large differences among his own traits. For example, one boy had a verbal IQ of 151 and a nonverbal IQ of 122, while the values for another pupil were 119 and 140, respectively. The level of attainment reached by a pupil in one subject is not necessarily an index of his level in others.

In more general terms, the mental ages of first graders range from as low as



four years to as high as eight years. Six years later, the range of mental ages is eight years, from eight to sixteen years of mental age: that is, among sixth graders, there may be some whose mental age is as low as the mental age of some first graders, and others whose mental age is as large as that of some pupils in the tenth grade.

Vocabularies, too, vary markedly from pupil to pupil. It is difficult to determine how many words a pupil understands, but according to one study, the total vocabulary for six-year-olds ranges from 5,000 to 48,000 words with an average of some 20,000 words. Among seventeen-year-olds, total vocabularies vary from 32,000 to 135,000 words, averaging 72,000. Some first graders have larger vocabularies than some twelfth graders have. In any grade we can find some pupils who know more words than some children at any higher grade level.

It is easy to understand how our system of grade levels produces instructional problems when we remember the facts of individual differences. Also, the difficulties associated with instruction by grades are magnified by the fact that all of us within ourselves show great variability in our attainments in different types of mental activity. Thus, the average twelve-year-old has a range

of over six years in his educational achievements in different subjects.

The differences are not limited to intellectual matters; rather, they are found in all types of behavior, in values, interests, attitudes, beliefs, and so on. Some of us are inclined to see only black or white, while some perceive shades of grey. Some pupils insist on knowing the answer to a question, others are willing to concede that the answer is still in doubt. As we learn more and more about individual differences, we shall more likely be able to understand and accept those whose behavior is different from our own and different from that which we expect. That "one man's meat is another man's poison" is as applicable in psychological as in nutritional matters.

Just as there are differences among our pupils in competency, so, too, are there differences in creativity. Some pupils are highly competent in various activities, and some will develop their creative talents to a high level. In a sense, competence and creativity may be considered to be contrasting attributes. The competent person can produce quickly and accurately some already learned behavior, for example, a proof of the Pythagorean theorem, whereas the creative individual gives us a new and original literary, artistic, or scientific production, for instance, a non-Euclidean geometry, a poem, or a painting.

Just as a response indicative of competency is different from one of creativity, so, too, competent and creative individuals may have different patterns of personality traits as is shown by the research at the Institute of Personality Assessment and Research at the University of California (Berkeley) under the direction of Professor Donald MacKinnon. The subjects to be studied come to the Institute for several days. There they are given a battery of tests and are asked to take part in a series of psychological experiments. The procedures enable

the psychologists to observe and measure many features of an individual's personality. To date, several groups of creative individuals, writers, research scientists and mathematicians, and architects have been studied. Let us look at some of the characteristics of these individuals as reported by MacKinnon and his co-workers.

Probably most of us would expect to find that creative persons are marked by superior intelligence and excellent academic achievement. To some extent we would be in error. The most creative in these groups did not always have the highest intelligence test scores.¹ We cannot select creative individuals simply by looking at test results.

It also happens that pupils who earn the highest grades in their school work may not turn out to be creative adults. Thus, the creative scientists tended to be honor students in high school, but their grades averaged between C+ and B— in college, possibly because they persisted in following their own interests and in seeking intellectual independence. The creative architects had slightly better college grades, and yet they too tended to be independent thinkers. They earned their best grades in courses which they found exciting and which stimulated their imagination. They were skeptical, refusing to accept anything not supported by more than the voice of authority. Not only were they skeptical, but they were quite willing to voice their disagreements. What did their lower grades mean? Lack of achievement or lack of tact?

It is not easy for a teacher to accept skepticism, and yet creativity seems to be associated with doubt and independence. As teachers, we need to try to distinguish between creative rebelliousness and cantankerous obstinacy. Amroth Wright, the director of the hospital in which Sir Alexander Fleming made his discoveries, maintained that any one

Dr. Tyler is on the staff of the University of California at Berkeley as graduate adviser in education. He has been Association guest speaker at fall conventions on several occasions, most recently at the Southwestern Alberta Convention in October, 1959.

who is too certain cannot be an artist. The same is probably true of the scientist. A research scientist needs a questioning, skeptical attitude.

There was little information in the life histories of the members of MacKinnon's creative groups that would have enabled their teachers to predict creative futures for them. Apparently creativity cannot be assessed very precisely from life histories, intelligence test scores, or academic achievement. Are there any personality characteristics that can be used as guidelines for identifying those who are potentially creative individuals?

A satisfactory answer to such a question requires long-time studies that begin when the subjects are very young and that follow them through their adult careers. As yet we have no such investigations. MacKinnon's research on creative men and women may give us some ideas about the personalities of creative adults, but we also need longitudinal studies to give us a more complete picture of the development of creativity.

While there are exceptions, MacKinnon's subjects tended to be introverted, that is, interested in their own inner world of ideas rather than in the external world of people and things. Creative writers and architects seemed to rely heavily upon their perceptual abilities, and to be rather flexible and spontaneous in their behavior. Research scientists and mathematicians, on the other hand, are likely to rely upon logic and reasoning. Research scientists were found to be judgmental individuals who show ordered and systematic behavior. And yet, Fleming, the discoverer of penicillin, was often quite untidy. He first became aware of penicillin as a result of his habit

¹In a group of highly intelligent college students, the writer has found very little relationship between their scores on an intelligence test and their scores on a test of originality.

of leaving his laboratory in a bit of a mess. However, after he had made an observation that interested him, he pursued his studies in an orderly, systematic manner.

The two groups of creative adults just mentioned have different approaches to life. We do not know how or why they developed one approach rather than the other. Probably our pupils, even in the elementary grades, are at least beginning to show a preference for one or the other, perceptual or judgmental, method. As teachers, we have our own preference, one which may affect our attitude towards our pupils and which may encourage or discourage one or the other of judgmental or perceptual behavior. Surely it would be easy for a judgmental teacher to be quite critical of a perceptual pupil. And yet, somehow we need to encourage both types of mental activity.

Let us look at some other findings reported by MacKinnon. Certain creative individuals are guided in their behavior by the evidence from their senses — and hence are known as sense-perceptionists. On the other hand, some continually look beyond such evidence, seeking for bridges between apparently unrelated facts. Such persons have been termed intuitive-perceptionists. An example is found in Darwin's work leading to his theory of evolution. Darwin had learned

many facts from his biological studies; he also knew that Malthus had suggested that increases in population are controlled by available food supplies. Darwin bridged the gap between the two sets of facts and proposed his theory of evolution — the survival of the fittest. The great majority of the creative persons studied by MacKinnon appeared to be intuitive-perceptionists.

Here, then, is another area of mental activity in which we may foster or retard the development of creative talents. We can urge our pupils to look beyond the facts of experience, and to search for implications and connecting links. This does not mean that we should encourage them to neglect facts. Quite the contrary; scientists must be competent — they must know the facts, but they must be prepared to go beyond them. Here is a problem for teachers. We teach and drill, we test and grade and report, and pass and fail on the basis of the pupils' achievement, usually a measure of competence. Can we also somehow measure their ability to look for implications — or even their willingness to be receptive to new ideas?

The creative person, then, must have knowledge, but he must be prepared to think beyond his information. According to Pasteur, the unprepared individual cannot see the outstretched hand of opportunity: "Fortune favors the well prepared mind." Fleming, too, always urged his listeners to work hard, to know their subject. Fleming was creative, but he had a wealth of knowledge. He wrote many examinations for scholarships — and it is reported that he always came out on top. He was well prepared and was a keen observer, one who never dismissed an unusual event as unworthy of further examination. Creativity is not distinct from competency, but rather is built upon a foundation of competency.

Apparently, then, we should encourage pupils to learn the facts, and to wander imaginatively among and beyond them; to be competent and to be original. They need to know and yet they need to be flexible in their knowledge. Such



an attitude must be cultivated; we are not born with it.

The creative person is constantly shifting from one level of knowledge to another, moving from ideas to new ideas, as he sees new implications. In Fleming's biography, we are told that Fleming and G. B. Shaw on one occasion were discussing medical problems that arise when an important drug is in short supply during a period of heavy demand. According to Fleming, the doctor would have to decide which life was more worth saving. Shaw immediately jumped from the medical position to an idea for a play — *The Doctor's Dilemma*. It is this constant alertness to new implications that is characteristic of creativity.

Do we take some time to encourage a little imaginative thinking in our classrooms? Do we stop our instruction when one solution has been found? Too often, the feeling that we must move ahead forces us on to the next problem, and yet it might be very worthwhile to allow pupils to exercise their imagination as well as their competence.

Some creative individuals are introverted, some are extroverted; some are perceptual, and some are judgmental; some are governed especially by their feelings, and some by rational thought. Apparently we need to foster many types of personalities. This is especially true when we consider that most of us will not be truly creative but that all of us need to be receptive to new ideas — which in a sense is akin to creativity, being more than simple competence.

Here and there we have touched upon the meaning of competency and creativity for the teacher. Final answers to important questions are hard to come by because we do not have long-time studies of creative persons, so that we do not know how they came to be creative. In the meantime, we must use our judgment about how best to foster creativity. Somehow we must encourage pupils to be interested in implications, possibilities, the 'what-may-be', to supplement and complement their competency in dealing with the 'what-is'. They should

develop a 'what-next' kind of attitude along with their knowledge. Without knowledge, innovations may be original but not creative — as is the case of misspellings.

Instruction must emphasize both 'what-is' and 'what-may-be'. Probably many students are being educated in an atmosphere that makes them uneasy when they are not told the answer. Of course, they must learn that two plus two are four in the real number system. However, teachers may also ask themselves whether they are so stressing certain factual information that children are learning to see only black or white and never to see shades of grey. "It seems doubtful that young persons, nourished for twelve years on courses where controversial topics are eliminated, will become independent thinkers unless they do so at the price of rejecting their education." We should ask ourselves what may be the results of using teaching machines for teaching language and arithmetic, and the effects of too much instruction by television, of testing by means of objective-type items, and of test-scoring machines. Machine-scored tests are unlikely to discover inventors or innovators, or even those who have a favorable attitude toward inventions and innovations.

Some of us satisfy our needs for achievement by conforming and some by independence. Creative individuals tend to be independent, and their independence is often hard for a teacher to take — and yet we need to encourage pupils in their creative activities. Are we in our schools producing creativity — whether defined in the strict sense of producing a novel response of significance or in the broader sense of accepting new concepts and ideas?

Writers vary greatly in their answers. The publisher of the *Encyclopedia Britannica* believes we are not developing creative talents. Certain educational psychologists think we are producing uniformity in our pupils. C. P. Snow, the English novelist, believes that American
(Continued on Page 30)

How to Deal with Left-Handedness

THE question most often asked of the specialist in handwriting is: how should we treat the left-handed child? It is particularly in handwriting that the left-handed child presents a problem. He presents a problem because, without special training, he is likely to write in a manner which is uncomfortable and which produces poor results.

When the teacher, faced with this consequence, casts about to find out what he should do, he is met with conflicting advice. He is advised by some to induce all children to use their right hands for writing, while others recommend encouraging any child who shows any preference for his left hand to write with it.

The conflicting advice arises from contradictory ideas as to the nature of handedness. These ideas are concerned with the question of why people differ in their preference for one hand or the other, as well as with the effects of changing over from one hand to the other.

Eighty-four and one-half percent of students in US public schools are right-handed; that is, they use their right hand by choice and are more skilful with their

right. Seven and three-fourths percent are left-handed, and the rest are ambidextrous to varying degrees. People vary in the degree of right- or left-handedness, so that some differ greatly in their preference for the two hands and their skill in using them, while others differ only slightly.

These facts are accepted by all students of the matter, but the meaning and interpretation of the facts differ. One school believes we are born without hand preference and learn it through imitation and teaching. The other school holds that the preference for one hand or the other is innate and is grounded in the structure of the body, particularly the brain.

The theory that handedness is entirely learned is weak because it fails to explain why some people, in spite of all efforts to make them right-handed, stubbornly cling to the use of their left hand and perform better with it. It also fails to account for the apparent existence of a hereditary bias in handedness.

The theory that handedness is an in-born trait is supported by several positive lines of evidence. For one thing, it is very old and very pervasive in the human race. The ancient Hebrews recorded its presence. In the Book of Judges, it is related that 700 left-handed men were found in an army of 26,000. This is somewhat less than three percent, but perhaps not all of them were found.

A well-known expert on handwriting and author of numerous books and articles on that subject, Dr. Freeman is dean emeritus, University of California, Berkeley.

As handedness appears early in the race, it also appears early in the life of the individual. In one thorough-going study, it was shown by tests to exist in the first few months of infancy, before it is likely that any teaching would have effect.

The belief that handedness is the expression of deep-seated characteristics of the body is based on certain other facts. For example, a right-handed person is usually right-footed and right-eyed—he prefers his right foot in kicking and his right eye in sighting.

More significantly, perhaps, in the right-handed person, the centre of speech is situated in the left hemisphere of the brain near the centre that controls the movements of the right hand. In the left-handed person, on the contrary, the speech centre is in the right hemisphere.

The speech centre is in only one hemisphere. It is associated, not only with hand movements in general, but especially with hand movements that express, language, namely with writing. These facts strongly suggest that hand preference is based on the constitution of the organism and that tampering with it may have serious consequences.

It follows from these facts that hand preference, whether for the right or left, is a natural trait and ought to be treated as perfectly normal. This conclusion is reinforced by the additional fact that the left hand may be used with as much skill as the right hand, and that in most activities the left-handed person is at no disadvantage.

Most tools, furthermore, are as well adapted to the left as to the right hand. Exceptions are the golf club and scissors. Scissors are a little harder for the left-handed because the flange is turned in the wrong direction. Handwriting presents special difficulties, which will be described in a moment.

It is important to recognize the normality of left-handedness in order to counteract the widespread feeling that there is something queer or unfortunate about it. Many mothers make a strenuous effort to uproot any tendency toward left-

handedness, even going so far as to punish the child for yielding to it. This attitude evidently goes back to early times, since the Latin word for left, *sinister*, has come to mean evil or unlucky. This feeling must be completely banished from our minds, and we must approach the problem of handedness in a completely realistic way.

Handwriting presents special problems to the left-handed child. These problems are accentuated if, as is often the case, he places his writing paper in the same position on his desk as does the right-handed writer; that is, parallel with the right arm and with the paper tilted to the left.

If the left-handed writer has the paper in this position, he has at least two difficulties: he has to shove his hand along the line from the left to the right side of the page, instead of swinging it across with the elbow as a centre. Then his hand covers the word as soon as he has written it and hides the whole line of writing.

When he uses pen and ink, he has added difficulties: the shoving motion is more likely to drive the pen point through the paper, and worst of all, the hand smudges the ink.

To avoid these difficulties, the natural tendency is to bend the wrist over the top of the writing, adopt the hook position, and draw the pen along the line from above. This is, at best, an awkward mode of writing.

To obtain a more comfortable position and movement, the writer should place the paper parallel to the left arm and should angle it toward the right instead of the left. In this position, the child swings his hand across the page in the same manner as does the right-handed writer. It is not as easy to swing the arm toward the body as away from it, but this is not serious.

Another difficulty with this position is that the child's hand hides what he has just written unless he holds the pen or pencil about an inch or so from the point. It is important to see that he does this.

(Continued on Page 28)

Towards Better Science Teaching

D. H. CRAWFORD

HAVE you ever asked yourself the question: "Why am I a science teacher?" If so, the answer was probably: "Because I am interested in science." Fine! But is being interested in science enough? Conant, the famous American chemist and recent President of Harvard University says: "Even a highly educated and intelligent citizen without research experience will almost always fail to grasp the essentials concerned with a projected inquiry." What does he mean? Simply that to understand the nature of science, one needs to be a research worker! This may seem a tall order, yet the author firmly believes that the first essential in being a good science teacher is to be a scientist in the sense of being an investigator. Now this doesn't mean that all science teachers have to learn to work with nuclear accelerators and particles, or with complex molecular structures such as polymers or DNA molecules. What it does mean, is that you, the science teacher, should be curious, that you should be sensitive to the many scientific problems around you, and that you should have the urge to devise experiments to find the answers to these problems. For example, the author was in a friend's house over the Christmas period and had his attention drawn by

another guest to a very fine present, consisting of a combined clock and barometer. The guest then made the remark: "Of course I don't know how reliable these barometers are indoors." Here was an interesting problem—an excellent example of the kind of elementary research problems which surround us. See if you can think this problem through to the point of designing an experiment to answer the original question.

Perhaps you are saying to yourself: "Well, I wasn't trained to be a scientist. They didn't teach me how to be one when I was at school, or university, or training college." Perhaps not. Many science teachers have had to learn by first-hand experience. But your job is to see that children are taught better than you were, so don't waste too much time on recrimination but try to be constructive. At the teacher education level, efforts are being made to obtain the necessary facilities and staff which are badly needed if teachers in training are to be helped to develop as investigators in the way outlined above. It is the author's hope that this aspect will receive more attention in arts and science courses too. Things are moving slowly, but they are moving.

Another idea is to have refresher courses for science teachers along these lines, where science teachers can engage in research projects, possibly run in conjunction with the science departments in the University and the Department of Education, as is the case with the Summer Institute for Modern Mathematics. Such an institute is a distinct possibility; while, as you may know, the general problem of inservice training is now being studied. In the meantime, here is another suggestion you might like to consider on your own. Why not contact one of the scientific firms in Alberta and see if they will take you on for, say, three or four weeks during the summer? Such a scheme is operated in England by the Ministry of Education with great success. Perhaps a similar scheme can be organized in Alberta. If you would favor one, then speak out to those in authority!

Secondly, if there is agreement that one of the main aims of science teaching is to help the student to understand science, and that to understand science involves being an investigator—even if only at an elementary level—it surely follows that it is essential for students to have truly investigative experience. On this basis, the laboratory and the individual student investigation must be regarded as the heart of science. As Robert Carleton, the executive secretary of the National Science Teachers Association puts it: "Demonstrations, science clubs, science fairs, audio-visual devices, field trips, textbooks, and other aids have a place in the resourceful teaching of science. But when the laboratory and its emphasis on the investigative or research-type exercise disappears from day-in, day-out science teaching, then the heart and chief inspiration of science as a form of human endeavor have been lost."

Again, perhaps, you are already thinking out reasons why you cannot let the students solve problems experimentally themselves. You have not the facilities either in laboratory space or equipment,

Mr. Crawford is assistant professor in the Division of Secondary Education, Faculty of Education, University of Alberta. This is the first of a two-part article in which Mr. Crawford incorporates the substance of his address to the Five-School Project on Science at Wetaskiwin in January.

the Grade XII examination presses hard upon you, and there is so much ground to cover. If so, it may be of interest to you to know that science teachers in England face the same problems according to a recent article in the *Times Educational Supplement*.

I hate to think what the ratio of class-time for theory to class-time for straight laboratory work has now become. To watch someone else doing an experiment is not a substitute for doing it oneself. Indeed, demonstrations on the lecture-bench have only two worthwhile purposes: to show off something the students could not possibly be expected to do; and to give an idea of an experiment they are going to do before they do it. Learning theory without experiment, or with far too few, is not doing science.

Why has this terrible mistake been allowed for so long by the responsible authorities? It must be a matter of money, space, student-time, and teacher-time. Experiments need far more of all these than theory needs. But for a scientist to go light on experiments and heavy on theory is the way of death. Nothing can justify it as settled official policy; but it has gone on so long that we cannot suppose the authorities regard it as a temporary expedient. Probably they have just got blasé about it.

Yes, it has to be faced! Some administrators have little knowledge of what science really is.

What is the answer? Well, there are two answers. One is to convince the administrators of the nature and importance of science and the great need for equipment. On the whole, the tide is in favor of science teaching at present. Yet administrators always face competing claims on their finance, and much knowledge, tact, and persuasive power need to be directed to this problem continually by science teachers.

The second answer is for science teachers to rethink the aims and methods of science teaching so that they can see their teaching in better perspective. This aspect will form the subject of a second article.

Are Your Staff Meetings Dull?

The essential ingredients of good staff meetings are planning, but not too much, and the active cooperation of staff colleagues.

MANY studies have been made in regard to teacher meetings. In every case, the author of the study has tried to discover why some meetings are successful and others boring. In the spring of 1959, questionnaires were sent to 503 teachers in 44 Alberta schools in an attempt to determine strong and weak points in staff meetings in this province. Two hundred and sixty-six were returned fully answered.

A total of 31 dual questions were tested. The first part of each question sought a description of teacher opinion in regard to the condition that existed, and the second part asked for an opinion of what the teacher regarded as ideal. Each question had a five-part rating scale from "Almost Never" to "Usually". Schools were selected according to size—large: 13 or more classrooms; small: up to 12 classrooms. All were in the elementary area. Half were from Calgary and Edmonton and the other half from small centres.

Of the questions, ten were selected for analysis since they represented most clearly the opinions sought. These are discussed briefly here.

Is regulation school time ever used for staff meetings?

Do you think some school time should be used?

In Edmonton, the return indicated that school time is used 80 percent or more of the time. The teachers expressed almost complete satisfaction with this arrangement.

In Calgary, 37 percent stated that school time was taken, but 52 percent thought that it should be.

In the rural areas, 14 percent stated school time was taken, but 40 percent felt more would be desirable.

There was no appreciable difference of opinion of teachers on the basis of size of school.

Lewin¹ in California stated that some teachers felt that staff meetings were "an invasion of their private time". Could it be that teachers are unaware of the importance of group decision-making? Why was there such a divergence of opinion as between Edmonton teachers

¹Lewin, C. R. "An Approach to the Faculty Meeting Dilemma", *California Journal of Secondary Education*, 31: 455-6, December, 1956.

and others? If staff meetings are ill-planned, there is little justification for holding them either during or after school hours. On the other hand, if they are well-planned, certainly the beneficial effect upon the instructional program will more than offset any teaching time used for staff meetings.

Are your meetings held after school?

Do you think this is the most appropriate time?

Here again, Edmonton teachers, 87 percent strong, stated that their meetings were seldom scheduled after school. All expressed the opinion that it was not good to hold staff meetings after school. Comparable figures for Calgary were 60 percent and 64 percent.

Rural schools, however, do hold their meetings after school 94 percent of the time, and 92 percent expressed satisfaction with this state of affairs.

This points up the fact that there can be no blanket policy regarding appropriateness of time. It seems the choice should be made by each school staff.

Are your meetings ever organized on a group basis to meet the needs of different grade levels?

Do you think this is important?

The practice of grouping within staffs is much more common in Calgary than other parts of the province, and teachers there generally agreed that this was a good procedure. Over 82 percent of all those reporting expressed a desire to group within staffs.

In smaller schools, such grouping is not possible unless two or more could arrange to do so in areas where distance is not a severe handicap. Grade meetings in elementary schools are comparable to subject area meetings in junior and senior high schools. Groups of four to eight teachers at grade level meetings



are appropriate for discussion of course content and methods. Grouping by divisions can also be fruitful.

Do teachers assist in building the agenda?

Should teachers assist in this matter?

In the large city schools, nearly half reported that teachers usually assisted in formulating agenda. In rural areas less than one-quarter reported that they had much to do with this phase of their meetings. On the other hand, over 90 percent in both rural and city schools felt that teachers should help in deciding what should be discussed. The principals in 96 percent of the responses also felt that teachers should assist in agenda building.

The discrepancy then between the situation that exists and the desired situation can only be accounted for in terms of actual mechanics or conscious effort in means toward that goal. Redefers states that positive morale tested high in schools where the "administration encourages staff members to participate actively in conferences and committee meetings".

Are your staff meetings mainly concerned with administrative problems?

In your opinion is this desirable?

The opinion of both rural and city teachers was similar in reply to both

Mr. Larson is assistant superintendent of the County of Ponoka No. 3.

²Redefers, F. L. "Factors That Affect Teacher Morale", *The Nation's Schools*, Volume 63, p. 59, February, 1959.

questions. Eighty percent gave an affirmative reply in the form of "Often" or "Usually". Many writers in modern literature deplore this situation. Adams and Dickey³ feel that many problems of routine nature should be kept out of staff meetings. "In today's world, time is at a premium and it is desirable to hold to a minimum the number of group meetings involving the entire staff. Intelligent use of the supervisory bulletin makes it possible to reduce the number of group meetings and at the same time to pass along information and to share ideas with the faculty." Other writers suggest that administrative handbooks for each and every building in a school system will reduce administrative discussions and provide more time for instructional work.

Does your group attempt any continuing type of study of methods in subject areas?

Is this desirable?

In the large city schools, 40 percent answered "Often" or "Usually", but 79 percent would like to do more of this sort of thing. In all other schools, the spread was even greater, from 25 percent to 80 percent.

This is the area in which teachers can express their creative ability. Action research is likened to the flesh on the administrative skeleton.



Does your group ever discuss objectives as outlined in the course of study?

Is this desirable?

Nearly 60 percent of all respondents indicated that objectives are rarely discussed. This should not be surprising in a country such as Russia. Are we in Alberta so docile as to accept without question the current philosophy of the administrative hierarchy? Is such a climate healthy in a democracy?

On the other hand, 77 percent of the teachers felt that objectives should be discussed at staff meetings. As teachers, we can grow only as much as our philosophy permits. Modern courses of study in Alberta serve to inspire teacher-thinking in objectives. Apparently we are not taking advantage of the opportunity.

Do you feel free to contribute to the discussion of any problem at your meetings?

Is this important to you?

Over 93 percent replied in the affirmative to both of these questions. Moehlman⁴ states: "In actual practice democracy is a constant struggle between the individual and the group. At one period the individual may exercise dangerous power, while at others he may appear to be almost submerged and dominated by the group."

A third question may well have been added to the above—"Do you participate?"

Those who share in administrative decisions are least liable to be critical. Some teachers prefer to remain silent at meetings and critical in between. Democracy is very demanding of the individual in any given set or situation. We must accept the fact that group decisions in the long run are superior to those of individuals. Such decisions command greater loyalty.

³Adams, H. P. and Dickey, F. G. **Basic Principles of Supervision**, p. 240.

⁴Moehlman, Arthur B. **School Administration**, p. 11.

Education Week, 1960

March 6 to 12, 1960 will be observed as Education Week across Canada. Once again, the Association is sponsoring the official opening of Education Week in Alberta; this year, the ceremony will be held in Red Deer on Monday, March 7. The keynote address will be given by Senator Donald Cameron, chairman of the Royal Commission on Education. Hon. Anders O. Aalborg will declare Education Week officially open.

Among the guests invited to the ceremony and banquet are the chairmen of school boards in the area, superintendents, inspectors, and lay leaders in the surrounding communities. Others in attendance will be representing provincial education bodies, and ATA President R. F. Staples will be chairman.

Education Week is all the more significant in Alberta in 1960 because of the recent release of the report of the Royal Commission on Education and the result-

ant increase in public interest in our educational system. Every local association, sublocal, school staff, and individual teacher has a responsibility to assist public interest in and understanding of education during Education Week.

These suggestions may be of help—

- plan your Education Week program early;
- organize your program around the school community;
- bring lay workers into your plans; the home and school and the school board will probably appreciate an invitation to help;
- use the report of the Royal Commission on Education as a basis for your activities.

For more detailed suggestions and ideas, refer to the *Public Relations Bulletin*, Volume III, No. 2, just released by head office.

Does your group exchange ideas in teaching methods?

Is this important?

It is interesting to note that in large schools, both rural and urban, about 40 percent replied "Seldom" to the first question. On the other hand, 92 percent would like to exchange ideas. As schools become large, intercommunication lines become thin. What better way is there to strengthen these lines than through well-conducted staff meetings, especially at the grade levels? Smaller schools fare somewhat better, although even here we see a greater desire to exchange ideas.

Selfishness is not an attribute of the democratic spirit. No known device is better than staff meetings in breaking

the 'ice' that covers so many teaching techniques.

Conclusion

Nearly 30 percent of the respondents felt there was much time wasted at staff meetings. This points up the need for efficiency. Planning is important. Care must be taken however not to over-plan, lest freedom of expression is curtailed. Modern literature offers many devices for efficiency with cooperation. The responsibility rests primarily with the principal of course, but as the old saying goes, one cannot spark a fire with damp fuel!

If staff meetings are dull, no one person is to blame. Is it too presumptuous to remark that they are but a reflection of attitudes of the whole school?



Official Bulletin

No. 200

Summer School Prescription

Heretofore teachers who applied for certification in Alberta, on the basis of interim certificates from other Canadian provinces, were required to undertake further training at the University of Alberta. This regulation has now been withdrawn and further training at the University of Alberta will not be required of such teachers for interim or permanent certification.

Teachers affected by this ruling may apply to the Registrar, Department of Education, for reconsideration of their requests for certification.

Please note that this relaxation makes no concession to teachers considered deficient in matriculation and/or basic teacher training.

It should further be noted that teachers from countries outside of Canada are expected to attend the Faculty of Education Summer School to meet certification requirements in Alberta.

Grade XII Summer School for Teachers—1960 session

The Minister of Education has approved of a Grade XII Summer School during 1960 to assist teachers lacking in senior matriculation standing. Under the sponsorship of the Department of Education and with the cooperation of the University of Alberta, a six-week Summer School, from July 4 - August 13, will be held this year on the university campus in Edmonton. The facilities and services of the Grade XII Summer

School will be devoted solely to Alberta teachers. No other persons will be permitted to attend.

An able and experienced staff of high school instructors is being engaged. Course outlines and pre-session assignments are under preparation. Prospective students are urged to apply well in advance of April 30, 1960, the latest date for registration.

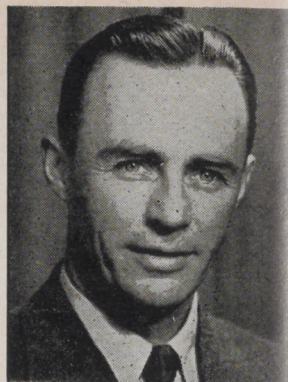
The results of the 1959 Grade XII Summer School were commendable. Early indications are that many teachers are planning to take advantage of the opportunities to be offered at the 1960 Grade XII Summer Session. Through attendance, teachers lacking in senior matriculation may advance toward improved levels of certification and make progress toward a degree in education. By special arrangement with the Faculty of Education, a teacher who lacks only one Grade XII examination subject for senior matriculation may register for this subject and also enrol in one course of the bachelor of education program.

Detailed information regarding registration requirements, tuition fees, living accommodation, and application procedures may be obtained from: The Coordinator of Teacher Education, Department of Education, Edmonton, Alberta.

Teachers intending to register for the Grade XII Summer School, or wishing additional information, are invited to get in touch with the Department of Education.

Professional Competence

THE PRESIDENT'S COLUMN



One of the several recommendations of the report of the Cameron Commission addressed directly to The Alberta Teachers' Association is recommendation 155, which reads as follows:

That The Alberta Teachers' Association have and accept the responsibility of jurisdiction over the competence and ethics of its membership so that its corporate actions are seen as professional.

The Alberta Teachers' Association has been given and has accepted responsibility for the ethics of its membership. We have our Code of Ethics and our Discipline Committee to enforce it. Through their conduct individually and collectively, teachers with very few exceptions, demonstrate strict observance of these rules of professional conduct.

However, as an Association, we have not had jurisdiction over the competence of our membership. We have neither control of certification nor the responsibility of assessing competence. Nevertheless, our Association has always demonstrated that we do accept a responsibility in this matter. Increasing emphasis is being placed on improving the professional competence of our teaching force. The Association is making a concerted effort to achieve this objective through such activities as the series on improvement of instruction, by expanding field work in the area of inservice education,

by advice and assistance in conventions and institutes, and through the organization of specialist councils.

In many areas of the province, locals, sublocals, school staffs, and other groups of teachers are devoting more and more time and energy to inservice projects to improve teacher competence. The results of these efforts have been highly satisfactory, because they have stemmed from the desire of the individuals involved to do some constructive thinking on educational problems.

Professional growth and development will result only from individual action. This action may be initiated by an outside agency, but it can only be achieved when individuals are willing to devote time and energy to professional improvement.

Teaching is not easy. It is a demanding and exacting vocation. It requires people with a sound educational background, with intelligence combined with common sense, with understanding of and respect for young people, with initiative and foresight, and with a firm conviction of the importance of the work they are doing. The real challenge of teaching lies in the fact that a good teacher must not only have these qualities, but he must reach beyond these toward the goal of continuous self-improvement in all aspects of his professional work. This is the road to true professional competence.

PROFILE

Five years of service in the Royal Canadian Mounted Police leaves a trace on a man, and Stu Knox is no exception. You can see vestiges of his police training in the crisp but friendly discipline in his Grade VIII class at Campbelltown Junior High School, or in his efficiency in collective bargaining as economic consultant for the Association.

Stewart Knox was born in Winnipeg in 1929 and attended Laura Secord Elementary and Junior High School in that city. Here he developed an intense interest in athletics, especially hockey, which followed him into Gordonville High School. As a result of his performance as defenceman for the provincial championship Brandon Wheat Kings in 1946-47, he was picked up by hockey scouts for a try-out with the Minneapolis

Millers. Stu went to Minneapolis and began training with the team, but his taste of semi-professional hockey convinced him that this was not the life he wanted. He returned to his native Winnipeg, and, in January, 1948, he realized a youthful ambition when he was accepted into the RCMP.

Following basic training at Regina and Rockcliffe, he served on RCMP strike details in Cornwall, and from there was posted to Edmonton, and thence to the Peace River country. Always a booster of youth work and sports, Constable Knox served as scoutmaster at Slave Lake and Spirit River. "The force has always been interested in preventative police work and encouraged its men to give leadership in youth movements," he stated. "It was this work that started me thinking about taking up teaching as a career."

After suffering a serious knee injury in the course of his duties, Mr. Knox's latent ambition to teach asserted itself. He left the Force in 1953, married a Spirit River teacher, and sold insurance



The mountie . . .



. . . is home

until he was ready to enter the Faculty of Education in 1954. Upon graduation, he returned to the Peace River country to serve as vice-principal in Spirit River and principal of the Wanham School, before moving to the Clover Bar Division this term. His wife, Mary, is also teaching on the same staff, having received her B.Ed. degree at last fall's convocation.

Naturally, we asked Mr. Knox which of his police experiences stood out in his mind. He mused for a long time over this one before he answered. "I suppose my most interesting case centred around the discovery of an abandoned taxi from High Prairie, the front seat covered with bloodstains. The driver was nowhere to be found and a search party was organized, while we set out to trace a complete stranger who had been seen to rent the taxi the night before. We had caught up with the assailant in Westlock before the search party found the taxi driver, beaten with an axe and left for dead in the bush. Everything clicked on that case", he chuckled, "and we were able to give 48-hour service in putting the attacker behind bars."

He reaffirmed his interest in young people which had led him from the Force into the teaching profession. "From the police point of view, I saw

teachers and teaching as a tremendously potent force directed against juvenile delinquency," he said. "This aspect of the profession's work probably never occurs to teachers who have not seen the tragedy that young people can make of their lives when they leave school and begin to drift. From my police experience with juvenile crime, I would almost be prepared to say that our total outlay in education is justified just for the social guidance it gives our young people. The institution of the school is a tremendous bulwark for good citizenship in our society."

Stu has been active in his professional association. Besides serving in executive positions in the Spirit River Local, he attended the Banff Conference in 1957. He was appointed as an economic consultant for the Association in 1958. He is at present serving as vice-president of the Clover Bar Sublocal. Mr. and Mrs. Knox are comfortably settled in their new house at Campbelltown with their two daughters, Gayle (age five) and Donna (age three). As we talked in his bright new living room, Stu settled back in his favorite easy chair, propping his feet up on the footstool. "You know", he said with a chuckle, "I think I'll make teaching my career." And he rubbed reflectively the old knee injury.

—J. D. McFettridge

Notice re Education 280S and 280S-Su

Holders of a Junior E Certificate who have completed matriculation requirements for the Faculty of Education and who plan to enrol in Education 280S or Education 280S-Su, are asked to note the following requirements.

Registration for any section of Education 280S-Su was formerly contingent upon credit in one prerequisite or corequisite course in the corresponding content area. According to revised regu-

lations for 1960, two such courses are now required (see page 43 of the Summer Session announcement).

Registration for Education 280S (intramural year) was formerly contingent upon credit in one prerequisite or corequisite course in each of two content areas. According to revised regulations for 1960-61, two such courses will be required for each content area.

Students' Spelling Errors

1959 Grade IX Departmental Examinations

Sub-examiners of the Grade IX departmental examinations last July made a study to determine the spelling errors which occurred most frequently on the students' papers. The following is a summary of their findings.

Literature

argument	prairies
author	professor
ballad	quiet
Banff	receive
beast	sight
character	skis
climbed	skulking
conscious	souvenir
daffodils	teacher
experience	tried
hungry	truly
mountain	until
museum	wandered
original	whether
pleasant	writing

Language

ballot	opinions
coming	persecuted
complementary	precipitation
criticism	privilege
criticize	prosecuted
democracy	protestant
emigrant	receive
enterprise	satellite
equilateral	speak
government	speech
grateful	suffrage
individual	tariff
interference	vacuum
isosceles	warrant
longitude	whether

Madam (*Madame*)

Saturdays (*Saturday's*)

Thank you (*Thankyou*), Thank You,
Thank-You)

truly (*truely*, or *capitalized*)

I'm

Social Studies

Most frequently misspelled were:

amateur	delinquency
among	essential
benefit	label
business	necessary
character	popular
churches	thermostat
community	

Other common errors included:

- words involving "ie" and "ei" letter combinations
- hyphenated adjectives, such as well-developed
- case in pronouns, such as "who" instead of "whom"
- homonyms—the following were frequently used in place of each other

their	there
its	it's
your	you're
to	too
know	no
where	were

How to Deal with Left-Handedness

(Continued from Page 16)

Finally, it is harder for the child to write with the usual forward slant. The right-handed writer pulls the downward strokes towards his body and sights along them. To do this, the left-handed writer would use a vertical or backhand slant. This he often finds more comfortable and should be allowed to do.

The difficulties that beset the left-handed writer and the care that needs to be taken to adapt the position and style of writing to his requirements might seem to justify the old practice of forcing all children to write with their right hands. This conclusion would follow only if we considered the preference for the left hand as superficial and to be lightly disregarded. As has been said, however, it is a natural trait, deeply ingrained in the organism.

This objection to forcing children to change over is reinforced by the close connection between handedness and

speech. The degree of the closeness is somewhat controversial. Orton believes that the speech centre in the brain is so closely connected with the centre for the control of the dominant hand that a change-over to the other hand will confuse the control of the speech activities and cause stuttering and stammering.

Others think that when speech difficulties arise with a change-over, they are due to a general emotional reaction against being compelled to go against one's preference. In any case, it seems certain that when the child has a strong preference for his left hand, he should be allowed to use it and to make the best possible adjustments to writing conditions.

Since it is obvious that, at best, the left-handed writer is at some disadvantage, he should be carefully tested to be sure he is definitely left-handed. Such tests as throwing a ball; using a hammer, screw driver, saw, spoon, or fork; opening a book; packing blocks in a box; using scissors; and sewing may be used.

If the child uses his left hand in all or nearly all these activities and shows a strong preference for writing with his left hand, he should be allowed to use it. If he varies somewhat in the hand he uses in the tests and can be persuaded without pressure to write with his right hand, he should be encouraged to do so. This applies to the start of his writing. If he has written with his left hand for three or four years, it is usually unwise to try to induce him to change the habit.

If the child realizes that we do not think he is queer because he is left-handed, but that he is in such distinguished company as Leonardo da Vinci, ex-President Truman, and Babe Ruth, and if we give him faithful counsel and direction, there is no reason why he should not tackle the task of learning to write with the same confidence as his right-handed companion. It is our job to see that he does so.

- possessives (use of the apostrophe)
- formation of plurals

Mathematics

assessed	equilateral
August	exponent
circumference	February
coefficient	monomial
decreased	square

Science

calendar	furniture
carburetor	gully
careless	mechanical
circuit	oxygen
compression	photosynthesis
contour	piston
cylinder	potato
electrolyte	rotary
engine	series
equinox	ticks
erosion	tourists
forests	

—H. G. Forgues

Reprinted from the NEA Journal, January, 1960

The UNICEF Story

FROM Afghanistan to Peru, from Mexico to Zanzibar, millions of youngsters are learning about the United Nations—not from textbooks, but from the practical assistance that the United Nations Children's Fund is sending right into classrooms around the world. For a boy in Pakistan it may be vaccination against tuberculosis or new ideas gained from an anti-malaria squad which sprays the school with DDT. In Malaya, mobile dental units bearing the UNICEF symbol go the rounds. The eyes of 50,000 Moroccan school children are being protected with UNICEF antibiotic ointments against flies and virus which bring conjunctivitis and trachoma. In Japan's typhoon-ravaged areas 200,000 daily servings of UNICEF milk are reaching Japanese children through their schools; teachers in Korea serve milk to 1,500,000 boys and girls. "The schoolroom has become the one sure channel through which UNICEF supplies of food and drugs can reach millions of underprivileged children," writes Maurice Pate, UNICEF's Executive Director. "Together we can achieve the capital task of offering them better chances of survival and a greater hope of happiness."

Today almost 100 countries and territories are receiving UNICEF supplies and equipment for permanent national programs of nutrition, disease control, and health services for mothers and

children. These are self-help programs in which the assisted governments match the value of all aid with local goods and services, spending an average of \$2 for every UNICEF \$1. Many of the 39,000,000 children to be reached this year by UNICEF supplies will be of school age, and, wherever possible, the programs are being carried out through the schools.

The worth of UNICEF is not measured by statistics but by people. Protect a child from tuberculosis or teach a mother how to care for her children and the achievement endures. And the gain is not only humanitarian, it is economic. A sickly child is a burden to his family. A sickly man burdens his community. Thousands can depress a nation. A government seeking UNICEF assistance for a vital child care project works out a detailed plan with representatives of UNICEF and other UN agencies. The proposed program then goes to the UNICEF Executive Board for approval and a vote of funds. The United Nations Children's Fund is not an agency but an integral part of the United Nations financed by voluntary contributions, mainly from governments. Our Canadian government has given it vigorous support since its beginning and has increased its annual contribution to \$650,000. What makes such contributions possible is public appreciation of its work and thus, in more than 30 of the countries whose governments are contributing to UNICEF, thousands of people have joined with national committees and pledged themselves to carry UNICEF's story far and wide.

The Canadian UNICEF Committee, a national committee of the United Nations Association in Canada, was organ-

Teachers interested in obtaining literature on the work of UNICEF and the activities of the Canadian committee are invited to write to the Canadian Committee for UNICEF, 280 Bloor Street West, Toronto 5.

ized in 1955 and has been working steadily toward this goal. The work of this organization has been primarily educational. To help Canadian children learn more about "all the world's children" the committee is promoting a number of educational projects. A "Hi Neighbor" book is now available containing songs, dances, games, arts, and crafts from many lands and can be purchased for \$1 per copy. It is an ideal way to introduce Canadian children to "all the world's children". Also, the Committee and all offices and branches of the Association across Canada are now selling the popular UNICEF greeting cards designed by well-known artists. One of the most important programs of all is "Hallowe'en for UNICEF" in which thousands of school children from kindergarten to high school participate each year.

It is of vital importance that all people be made aware of the problems and

*Spurgeon Keeny is Asian Director of UNICEF and is the author of *Half the World's Children*, available in Canada through local bookstores from G. R. Welch Co. Ltd., 222 Evans Avenue, Toronto 18. All royalties go to UNICEF.

needs of the suffering millions in other lands. This knowledge forms the basis for understanding these people which is the first essential step towards world peace and cooperation. Since the support of UNICEF comes principally from governments of nations in the United Nations, the public must be aware of the need for these contributions and how the funds are spent.

As Spurgeon Keeny* has written, "UNICEF is more than supplies. It is a way of expressing goodwill among peoples and it needs, in addition to governments, the activity of private individuals to keep it alive . . . The historian Arnold Toynbee says that our century will probably be remembered, not for its two world wars, but as the period in which, for the first time, the idea of mutual aid among nations to raise the standard of living everywhere became accepted. We venture to offer UNICEF's effort as a small illustration of what Toynbee means. And, in the cheerful words of Captain Andy in 'Showboat', 'It's only the beginning, folks.'"

—Jane Robertson

Sub-Examiners' Remuneration

In accordance with a standing policy resolution, the Executive Council of the Association requested the Minister of Education to increase the daily stipend for sub-examiners. Association representatives also asked that the daily stipend to teachers serving on Department of Education committees be increased.

The Minister informed Association representatives that the government has decided to continue the present scale of pay for sub-examiners. The matter of pay for teachers on departmental committees is under review, and a decision on this matter is to be reported to the Association within the next few weeks.

Competency and Creativity

(Continued from Page 14)

pupils retain their creative zest more than do English pupils. Jacques Barzun maintains that the "creative are pampered and spoiled" and that teachers are so "respectful" of any curiosity and imagination on the part of their pupils that they are completely uncritical of them.

All writers agree on the necessity of developing creativity. They certainly disagree on the effectiveness of American education for producing creative individuals. One challenge for the schools is to produce creative, competent individuals.

An Audubon Junior Club Can Help You

All too often the classroom teacher finds herself wondering—"what can I do to interest my pupils in nature activities?" One of the best methods, of course, is the making of first-hand observations from nature, and for a child who lives on a farm, this is easy. But what about the city child? For him, the teacher must improvise and find nature right within the classroom walls. Indeed, these very walls may easily provide the teacher with a ready-made insect exploration adventure. Building a nature corner or a terrarium can be a tremendous amount of fun and will encourage the children to acquire a knowledge of their own particular area and then to realize the importance of conservation and wise use of our natural resources.

This is where the Audubon Society of Canada, well-known for its dedication for conservation, can assist you. The Society suggests that you investigate the establishment of an Audubon Junior Club to train your students to become conservation-minded.

What is an Audubon Junior Club? It consists of not less than ten children and an adult leader. The cost of membership is set at an extremely low figure—25¢ per member per year. The leader pays nothing. Each year, new material is provided. This year's Club scrapbook, hard covered with colored pictures back and front, covers five very important subjects: trees, insects, mammals, birds and flowers. Illustrations, information, projects and ideas are all contained in its 20 pages. For identification, each member receives a button bearing the emblem of the Society, the Whooping Crane.

For the leader, there is an excellent

leader's guide, packed with ideas, projects and activities, all ready-made and easy to follow and, as a supplement to the scrapbook, each leader receives periodically a four-page project sheet. As a special gift this year, a wall chart issued by Brooke Bond Canada Limited of Montreal is being sent by that company to each classroom with an Audubon Junior Club.

Written to meet the requirements of teachers of pupils from Grades III to VI or VII, this natural science material can be used with ordinary classroom subjects. Invariably, if a club is formed, it does not take long for the rest of the class to want to share in the fun and enjoyment of exploring their own world and, before you know it, the interest you have wanted to foster is there.

For older students the Audubon Society of Canada recommends the natural science magazine, *Canadian Audubon*. Published five times a year, it is devoted exclusively to increasing public knowledge in all aspects of conservation and natural science. It has illustrated, topical, and authentic articles from the country's leading authorities on mammals, insects, birds, fish, etc. and their conservation. The "Teacher's Bulletin" analyzes articles and suggests applications and activities both within the classroom and without.

Write today for folders and application forms for Audubon Junior Clubs and for further details regarding subscription rates (including bulk rates to schools) for *Canadian Audubon*, to the Audubon Society of Canada, 423 Sherbourne Street, Toronto 5, Ontario.

—Ivy L. Pantlin

TEACHERS IN THE NEWS



M. C. TAYLOR

A native Albertan and noted Canadian scholar and administrator, Dr. Malcolm C. Taylor has been appointed principal of the University of Alberta at Calgary. The appointment, to take effect April 1, was announced by the university president in January.

Dr. Taylor was born in Bassano and completed his high school in Banff with honors standing in 1933. He obtained a first class teaching certificate from the

Calgary Normal School in 1934 and taught for six years in schools in Southern Alberta, at Giffen, Mossleigh, Barnwell, and Taber. In 1942 he graduated in political science from the University of California and a year later obtained the master of arts degree. In 1949, he was awarded the Ph.D. degree in international relations and public administration.

For three years, from 1948 to 1951, Dr. Taylor served with the health planning commission of Saskatchewan and became director of the Saskatchewan health survey. Since then, he has been on the staff of the University of Toronto where he is now associate professor of political economy. He has acted as consultant to the governments of Ontario, Manitoba, New Brunswick, and Prince Edward Island in the establishment and administration of their health insurance programs.

Dr. Taylor will take up his new duties in August following a tour of universities in the United States and the United Kingdom to study methods of organization and administration. He is married and has two children.

Voters' List

Elections, Executive Council The Alberta Teachers' Association

The list of members of The Alberta Teachers' Association who are entitled to vote in the elections for the Executive Council will be published in February, 1960, in the form of a pamphlet. It will contain an alphabetical list of the names of members of the Association as registered on November 30, 1959. Teachers are requested to check it carefully to see that their names are included and, if they are not, to notify head office immediately.

It's For You

You can't beat a credit union for getting ahead. It makes it even easier to save—even while repaying a loan. And your credit union pays you good dividends on your money. Ask any one of the 11,000,000 people who belong to credit unions around the world.

The Alberta Teachers' Association Savings and Credit Union Limited is your credit union. It is owned and operated by members of The Alberta Teachers' Association exclusively. That includes you.

You can save regularly by buying shares, and these shares will earn you dividends. At the same time, when you need extra money you can borrow it on the credit union's low rate of one percent per month on the unpaid balance. It pays to borrow when you must from your credit union where you are an owner, not just a customer. And remember, your loan is insured under CUNA Mutual Insurance at no extra charge. It should be comforting to know that in case of death or permanent disability your loan will be marked "paid in full".

Now, it's easy enough to join the ATASCU. Teachers, their wives or husbands, and immediate families are all eligible. Just write to Roy Eyres, the secretary-treasurer, at Barnett House in Edmonton, and he will send you an application card. Complete the card and send your cheque or money order for \$25.25. This pays registration fee and purchases five shares, the minimum number required for joining. If you're really flush, you can buy up to 2,000 shares.

This \$25 worth of shares you buy is called a "share account". It provides the money which your credit union loans to members. If you need ready money you can withdraw your share account at any time on application.

Did you ever feel uneasy about asking for a loan? Well, you don't need to dread asking for a loan from your credit union. You're not asking a favor because you are one of the owners. Your credit union treasurer and your loan committee will work out the deal that's best for you, and you won't be gouged by sky-high interest rates. Loans of up to \$200 are available to members on application, with the approval of the credit committee, and with the only security required being your promissory note. The maximum loan available at present is \$500 above your share capital.

Have you ever heard that nobody will save for you? Truer words were never spoken. Take a tip from your friends in credit unions. The amount you save isn't as important as the habit of saving regularly. Buy shares regularly. Better still, what about taking a hard look at that endowment policy your credit union offers. Sign up for a \$2,000 endowment payable over ten years. CUNA Mutual will insure the policy for \$2,000 at no extra cost to you. And think of the good feeling of knowing that you have created an immediate estate of \$4,000 the minute you take out that policy.

And say, what about those holidays? Or are you one of those who will make the long trek to Edmonton in the summer to work on that degree? Will you have the money, or will you find yourself short when June 30 rolls around? Your credit union will help you if you help your credit union. Start saving now! Buy those shares! Let's see. If there are 11,000 members in the ATA and each of them bought 20 shares, that would build a share account of Then we would really be in business!

Canadian College of Teachers

Every Canadian teacher is invited to consider membership in the Canadian College of Teachers, a scholarly and professional organization. The objects of the CCT are: to stimulate professional growth of teachers, to improve standards of professional service of teachers and to hold before the teaching profession and the public the concept of a good teacher.

To be eligible for admission as a member, an applicant must meet the following requirements

- have a permanent teaching certificate valid in a province of Canada,
- hold a degree from a university acceptable to the College or qualifications considered an acceptable alternative,
- have at least five years' successful teaching experience in a public or accredited private school after obtaining a permanent certificate,
- be in active service in teaching or in administration in the field of teaching,
- where circumstances permit, be a member in good standing in the provincial and national professional organizations,
- have made a distinctive contribution to educational, professional, and community growth that has brought credit to the teaching profession.

The registration fee is \$25 payable upon acceptance as a member. The annual membership fee is \$5.

At the last Annual Meeting of the CCT in August, 1959, the following notice of motion was presented—

That Article VI, Section 3(b), of the Constitution of the Canadian College of Teachers be amended by deleting all the words following the word, "College". Article VI, Section 3(b) would then read: "hold a degree from a university acceptable to the College".

If the above motion is passed at the 1960 Annual Meeting, it will eliminate the "acceptable alternative" from the second noted requirement above. A requirement for membership would then be a degree from a university acceptable to the College.

The officers and members of the Council of the CCT for 1959-60 are: Professor D. C. Munroe, president; R. J. Bolton, vice-president; George G. Crosby, secretary-treasurer; and Rev. T. Harold Conway, Mollie E. Cottingham, Muriel H. Dixon, G. Forbes Elliot, Dr. M. E. LaZerte, and Dr. L. P. Patterson.

Application forms for membership in the Canadian College of Teachers may be obtained on request from the secretary, Canadian College of Teachers, 444 MacLaren Street, Ottawa 4, Ontario.

Forty-Third

ANNUAL GENERAL MEETING

The Alberta Teachers' Association

Hotel Palliser, Calgary

April 18, 19, and 20, 1960

Make your reservations early



It's so easy to tell younger girls
about menstruation
with this complete
educational program



The film "The Story of Menstruation" by Walt Disney Productions. With naturalness and charm, this 10-minute, 16 mm. sound and colour film explains what happens during menstruation and why. Appealing Disney-style characters dramatize health and grooming rules. Prints available on short-term loan.

The booklet "You're A Young Lady Now" is directed to girls from 9 to 12. Helps prepare the pre-teen for menstruation and helps teachers adapt the program to their needs. Illustrated, easy-to-read, this popular booklet is available in quantity so that each student may have her own copy.

This entire programme is available without charge from the makers of Kotex® Feminine Napkins.

Also available—

"Very Personally Yours"

Prepared for girls 12 and older, this booklet gives more detail and is closely co-ordinated with "The Story" film.

Teaching Guide and Menstrual Chart

Hundreds of teachers helped organize this guide. The large physiological chart in colour is designed for classroom lectures.

CLIP AND MAIL TODAY

Kimberly-Clark Canada Ltd., Educational Dept. AT-595
2 Carlton Street, Toronto, Ontario

Please send me free (except for return postage) your 16 mm. film "The Story of Menstruation".

Day wanted (allow 4 weeks).....
2nd Choice (allow 5 weeks).....
3rd Choice (allow 6 weeks).....

Also send the following:

.....copies of "You're A Young Lady Now" (girls 9 to 12)

.....copies of "Very Personally Yours" (girls 12 and over)

☐ Physiology Chart ☐ Teaching Guide

Name (Please Print)

School

Street

City Prov.

*Reg. Trade Mark

Scholarships, Fellowships, Research and Work Opportunities

Notifications have been reaching head office on various types of financial assistance for teachers who wish to improve their educational qualifications. An attempt has been made to include here details on all the opportunities for assisted study which have come to our attention. Teachers are referred for further particulars to the source of information given.

ATA Scholarships

Eleven \$500 scholarships in education are offered annually by The Alberta Teachers' Association. Three are offered to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education; four to students in the Faculty of Education who are proceeding from their third to the fourth year; and four to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year by intramural study.

Apply to the general secretary of the Association, 9929 - 103 Street, Edmonton, by May 15. Forms are obtainable on request.

Du Pont of Canada Limited Scholarship

Du Pont of Canada Limited offers for 1960-61 a scholarship amounting to \$1500 (\$2100 for a married man) to a secondary school science or mathematics teacher to continue his academic or professional preparation, or to the holder of a science degree who now wishes to prepare for a career in teaching in the secondary schools.

Apply to the Dean, Faculty of Education, University of Alberta, Edmonton as soon as possible and before June 15.

Queen Elizabeth Scholarship, 1960-61

The Eliot-Pearson School of Medford, Massachusetts (Tufts University) offers the Queen Elizabeth Scholarship for tuition and board and room (an estimated value of \$1700) for nursery school and kindergarten teaching. Candidates may apply for the one-year course leading to the Nursery Training School diploma (open only to those already holding a bachelor's degree), or for the two-year undergraduate course leading to the Nursery School Certificate (open to persons with the equivalent of two years of college). Applicants for the two-year course should be prepared to remain for the second year to complete their training; consideration will be given to renewal of the scholarship, dependent upon satisfactory reports on the first year's work.

Applications should be addressed to the Queen Elizabeth Scholarship Committee, Canadian Education Association, 206 Huron Street, Toronto 5 and should be submitted by March 1.

OSSTF Scholarship for Educational Research

The Ontario Secondary School Teachers' Federation announces a \$2500 scholarship, open to practising teachers in Canada undertaking full-time advanced graduate study at a university of their choice in a field related to the work of the schools.

Details may be obtained from the General Secretary, Ontario Secondary School Teachers' Federation, 194 Bloor Street West, Toronto 5. Apply before April 15.

ATA Fellowship

A fellowship of \$2400 is offered to residents of Alberta who are members

Send coupon below for these **FREE**

Life Insurance Teaching Aids

—you will find them most helpful

Here is information that will be of life-long value to your pupils! Each of these teaching aids is prepared in interesting, easy-to-follow form. Their usefulness both to teacher and pupils has been demonstrated in many Canadian schools. Check the following list:

BOOKLETS

Life Insurance—A Canadian Handbook (1959 Revision)—Available in both English and French. An 80-page illustrated booklet. Outlines the fundamentals of life insurance. Answers numerous questions which are frequently asked by teachers, students and the public generally. One copy **free** to any teacher.

The Story of Life Insurance—A 20-page illustrated booklet telling the history of and important facts about life insurance, in simple terms. Available for useful distribution in quantity, **free**.

Problems in Life Insurance—A teacher-student workbook unit of value in Business Practice and Mathematics classes. One complete unit free to a teacher; student portion available **free** in quantity.

Invitation to Youth—Careers in life insurance are discussed in this 34-page booklet. Whether it's selling or special Head Office services, here is a picture of life insurance as a lifetime occupation. Available in **class sets free**.

A Miss and Her Money—Informal and readable 20-page illustrated booklet for teenage girls. Offers useful tips on earning, budgeting and saving money. Available for useful distribution in quantity, **free**.

Money in Your Pocket—For teenage boys—a bright entertaining 20-page illustrated booklet dealing with simple fundamentals of money management and life insurance. Available for useful distribution in quantity, **free**.

The Family Money Manager—An 8-page brochure prepared originally to assist families in solving money management problems. May be useful in Home Economics classes. Available for useful distribution, **free**.

FILM STRIPS

Careers in Canadian Life Insurance Underwriting—Black and white. A 50-frame film strip on the career of the life underwriter, for use in guidance classes. One print and one teaching manual free to each school.

The Life Insurance Story—Part I—Black and white. Available in both English and French. Reveals interesting facts, similar to those in "The Story of Life Insurance" booklet, through the highly effective film-strip medium. One 36-frame print and one teaching manual free to each school.

The Life Insurance Story—Part II—Black and white. Available in both English and French. This film strip deals with the various classes of life insurance, the calculation of premium rates, types of policies and their uses, etcetera. One 42-frame print and one teaching manual free to each school.

The Life Insurance Story—Part III—Black and white. Available in both English and French. Deals with the different kinds of life insurance companies, their operations and the foreign business of Canadian companies. One 31-frame print and one teaching manual free to each school.

You and Your Food—Color. Available in both English and French. Valuable instruction on what to eat to be healthy. Deals with proper foods, nutrition and energy. One 28-frame print and one teaching manual free to each school.

To obtain any of these **FREE** teaching aids, simply tear out this advertisement, indicate items desired, marking quantity needed for each, and fill in the information requested below. (Please print.)

Name of teacher ordering

Grades and Subjects taught

Name of Principal Name of School

Address of School Enrolment of School

Send your order to:
Educational Division,

The Canadian Life Insurance Officers Association
302 Bay Street, Toronto, Ontario

of The Alberta Teachers' Association and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in education. This is a new fellowship offered for the first time for the 1960-61 academic year. It is open to students who wish to do doctoral work in any one of the four divisions of the Faculty of Education. The fellowship is awarded for a year and can be allocated to the same person for a second year.

Apply to the general secretary of the Association, 9929 - 103 Street, Edmonton by March 15. Forms are obtainable on request.

Province of Alberta Graduate Awards

The Province of Alberta offers ten scholarships to students in any year of graduate study in amounts of either \$2200 or \$2600 on a twelve-month basis. They are intended to encourage the winner to do full-time research. Three fellowships valued at \$3600 are also offered, on a twelve-month basis, to advanced graduate students who are enrolled for a full-time program leading to either the Ed.D. or Ph.D. In addition, the Province of Alberta offers 25 tuition bursaries to students in any year of graduate study.

March 1 is the deadline for applications. For detailed information consult the Faculty of Graduate Studies calendar or write to the Dean, Faculty of Graduate Studies, University of Alberta, Edmonton.

Carnegie Corporation Research Fellowships

The University of Alberta, in conjunction with the Carnegie Corporation of New York, announces four research fellowships, each of a value of \$2500, for graduate study in educational psychology during the 1960-61 intramural year. The fellowships will be awarded on the basis of academic and professional achievement and will be used to finance graduate study leading to M.Ed. or Ph.D. degrees.

Apply to the Chairman, Division of Educational Psychology, Faculty of Education, University of Alberta, Edmonton by March 1. Applications must be accompanied by transcripts of academic record and the names of three suitable references.

Division of Educational Administration Fellowships

Fellowships, teaching scholarships, research assistantships, and other types of work opportunities in amounts up to \$2400 will be awarded in this division of the Faculty of Education, University of Alberta for the 1960-61 school year. Travel assistance may also be provided to help defray costs of transportation to Edmonton and to cover expenses involved in field projects. The program is designed to meet the financial needs of promising students who wish to take advanced training in school administration (graduate study only, M.Ed., Ed.D. or Ph.D.).

Apply to the Chairman, Division of Educational Administration, Faculty of Education, University of Alberta, Edmonton, before March 1.

Division of Elementary Education Teaching Fellowships

Two teaching fellowships of \$2000-\$2500, tenable for the 1960-61 year, are offered to applicants with substantial teaching experience and who should hold at least a bachelor's degree in arts, science, or education. The fellowships involve responsibilities of about six hours a week, and for the remainder of the time appointees will be free to follow programs of study leading to the M.Ed., Ed.D. or Ph.D. degrees. Preference will be given to those with competence and interest in the teaching of reading and of arithmetic in the elementary school.

Apply to the Chairman, Division of Elementary Education, Faculty of Education, University of Alberta, Edmonton, giving details of age, teaching experience, field of special interest, and enclosing documents attesting to academic achievement and competence. Applica-

Here's the answer to art supply budget problems!

NEW • HALF SIZE • HALF PRICE REEVES TEMPERABLOCKS

Reeves Temperablocks, the solid cake tempera colours that revolutionized school art, are now available in handy, economical **half sizes** . . . which means you can now equip a complete art class for **half the price!**



Write for new catalogue of Reeves artist's materials. Free on request.

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The New Economy Line Includes:

- No. 1 half size Temperablocks
(all colours) ea. .45
- No. 16 six well plastic palette with
six No. 1 Temperablocks \$3.00
- No. 18 eight well plastic palette with
eight No. 1 Temperablocks 4.00
- No. 60 six six well plastic palette
only ea. .50
- No. 80 eight well plastic palette
only ea. .65

Special Introductory Offer

Three new half size Temperablocks plus a six well plastic palette (Regular \$1.85 value) for only \$1.00 post paid.

Don't miss this bargain — ORDER NOW!

Please send me the special offer set including three No. 1 Temperablocks and six well plastic palette. I enclose \$1.00 which I understand covers complete cost and postage.	
Name
Street
City	Prov.
(Please use block letters)	

CALGARY SCHOOL BOARD REQUIRES TEACHERS

Applications are now being received for the 1960-61 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

Application forms may be
obtained from

R. WARREN

Superintendent of Schools,
c/o McDougall School,
Calgary, Alberta.

tion should be made as soon as possible and preferably before March 1.

Division of Secondary Education Teaching Fellowships

Three teaching fellowships in the amount of \$2000-\$2500 are offered for the 1960-61 year. Applicants should have substantial teaching experience and should hold a bachelor's degree in arts, science, or education. The fellowships involve responsibilities of about six hours weekly, and for the remainder of the time, appointees will be free to follow programs of study leading to the M.Ed. or higher degree in education. Appointments will be made in the fields of English, science and mathematics, and social science and student teaching.

Apply to the Chairman, Division of Secondary Education, Faculty of Education, University of Alberta, Edmonton, giving details of age, teaching experience, and field of special interest, and enclosing appropriate documents attesting to academic achievement and competence. Application should be made as soon as possible and preferably before March 1.

Ontario College of Education Graduate Assistantships

Two graduate assistantships and a limited number of research assistant-

ships (in amounts up to \$2000) are available for students proceeding to advanced degrees at the Ontario College of Education in the 1960-61 academic year.

Further information may be obtained from the Director of Graduate Studies, Ontario College of Education, 371 Bloor Street West, Toronto 5. Apply before March 31.

Research Council of Alberta Work Opportunity

The Research Council of Alberta expects to have available a position for a high school science teacher in the summer of 1960. The appointee will assist in some current project in the fuels branch. There will be an opportunity to become acquainted with the various programs underway in the Council's laboratories and to gain some familiarity with the modern scientific approach. Salary will be \$325 per month for a period of between six weeks and two months. Selection will be made on the basis of ability to profit from the experience and the appointee's usefulness to the research project.

Apply to the Research Council of Alberta, 87 Avenue and 114 Street, Edmonton, before April 1, submitting a resume of background and experience and the names of two or three references (including high school inspectors).



Disposition of Resolutions from 1959 Annual General Meeting

The resolutions have been dealt with and/or referred as indicated. They are referred to by number and in the same order as printed in the April and May, 1959 issues of The ATA Magazine.

Adopted

- C 3—referred to the Department of Education
- C 4—incorporated in short-term policy as resolution S10 and referred to the Department of Education
- C 5—referred to the Department of Education
- C 6—incorporated in policy as resolution 15.08 and referred to our collective bargaining department
- C 7—incorporated in policy as resolution 15.09 and referred to our collective bargaining department
- C 8—incorporated in policy as resolution 15.10
- C13—incorporated in policy as resolution 2.08 and implemented through the ATA Library
- C14—the Executive Council appointed a committee to investigate the possibility of setting up a salary indemnity plan, and a report will be presented to the 1960 Annual General Meeting
- C16—incorporated in policy as resolution 2.09
- C18—the Executive Council considered this resolution and is making an effort to implement it as far as possible
- C19—revisions are being made in the program to be offered at the Banff ATA Conference — reports have been mailed to all local associations
- C20—see resolution C19 above
- C25—incorporated in policy as resolution 13.01 and referred to the Department of Education and the Board of Teacher Education and Certification
- C26—incorporated in policy as resolution 13.19 and referred to the Department of Education and to appropriate curriculum committees
- C27—incorporated in policy as resolution 16.04 — the fellowship will be offered for the 1960-61 university year
- C28—policy resolution 2.01 amended
- C29—substitute resolution incorporated in policy replacing former resolution 2.05
- C30—policy resolution 2.06 amended
- C31—policy resolution 2.07 amended
- C32—former policy resolution 3.02 deleted from the *ATA Policy Handbook, 1959*
- C33—substitute resolution incorporated in policy as resolution 3.03 replacing former resolution 3.04
- C34—policy resolution 4.01 amended and referred to the Department of Education
- C35—policy resolution 5.01 amended
- C36—policy resolution 7.02 deleted
- C37—policy resolution 8.02 amended and referred to the Government of the Province of Alberta
- C38—former policy resolution 11.02 amended and incorporated in the *ATA Policy Handbook, 1959* as resolution 11.01
- C39—former policy resolution 11.04 amended and incorporated in the *ATA Policy Handbook, 1959* as resolution 11.03
- C40—former policy resolution 11.05

amended and incorporated in the *ATA Policy Handbook, 1959* as resolution 11.04

- C41—substitute resolution incorporated in policy replacing former resolution 12.01 and referred to the Department of Education
- C42—former policy resolution 13.01 deleted
- C43—policy resolution 13.16 amended and referred to the Department of Education
- C44—policy resolution 13.17 amended and referred to the Department of Education
- C45—policy resolution 15.01 amended
- C46—policy resolution 15.02 amended
- C47—policy resolution 15.05 amended
- C48—policy resolution 16.02 amended
- C49—policy resolution 17.01 amended
- C50—policy resolution 18.01 amended
- C51—former short-term policy resolution S10 deleted
- C52—former short-term policy resolution S18 deleted
- C53—former short-term policy resolution S19 deleted
- C54—former short-term policy resolution S22 amended and incorporated in the *ATA Policy Handbook, 1959* as resolution S19
- C55—former short-term policy resolution

S25 amended and incorporated in *ATA Policy Handbook, 1959* as resolution S21

- C56—former short-term policy resolution S28 deleted
- C57—former short-term policy resolution S29 amended and incorporated in the *ATA Policy Handbook, 1959* as resolution S24
- C58—former short-term policy resolution S38 deleted
- C59—former short-term policy resolution S39 deleted
- C60—former short-term policy resolution S42 deleted
- C61—former short-term policy resolution S43 deleted
- C62—former short-term policy resolution S46 deleted
- C63—former short-term policy resolution S47 amended and incorporated in the *ATA Policy Handbook, 1959* as resolution S31
- C76—policy resolution 4.03 amended

Referred to Executive Council

- C12—the Association made a grant of \$1500 to the Alberta Advisory Committee on Educational Research in 1959, which was an increase of \$500 over that of former policy

Grade XII Summer School for Teachers

The Minister of Education has recently announced that the summer school for teachers with matriculation deficiencies will again be held in Edmonton on the University of Alberta campus from July 4 to August 13, 1960. The six-week summer session is again being sponsored by the Department of Education with the University of Alberta.

Full particulars of courses available, registration fees, course loads, and application forms may be obtained by writing to the Coordinator of Teacher Education, Department of Education, Edmonton.

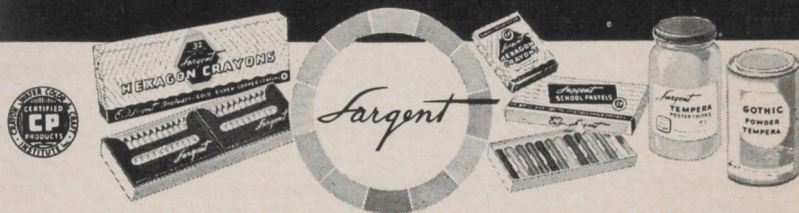
Early registration is desirable and in no case should be later than April 30.

The first Grade XII Summer School for

Teachers with matriculation deficiencies was held in 1959. It was the result of the joint efforts of the Department of Education and The Alberta Teachers' Association to devise means for improving the academic and professional preparation of teachers in the classrooms of the province. Heavy registrations and the general success of last summer's school have resulted in the plans for a 1960 program. Practising teachers have welcomed the school as the best means of clearing matriculation deficiencies, and it is hoped that substantial numbers of teachers will avail themselves of this opportunity again this year.

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CANADIAN NATIONAL

Financial Statement

Students' Union of the University of Alberta Summer Session

Statement of Revenue and Expenditure

Year Ended October 31, 1959

Revenue

Fees	
Building fund, see contra	\$ 7,959.16
General	3,182.66
Evergreen and Gold, see contra	365.75
Dances	485.00
Tours	294.00
Swimming	192.00
	<hr/>
	\$12,478.57

Expenditure

Athletics—		
Badminton	\$ 41.90	
Dancing	100.75	
Fastball	136.40	
Judo	40.00	
Swimming	226.50	
Tetherball	164.76	
	<hr/>	\$710.31
Entertainment—		
Dances	433.26	
Teas, etc.	170.12	
Tours	376.25	
	<hr/>	979.63
Students' Union Building Fund, see contra		
Loan repayment fund	4,775.50	
Building operating fund	3,183.66	
	<hr/>	7,959.16
Purchase of Evergreen and Gold, see contra		365.75
Administration and sundry—		
General expense	450.40	
Evergreen and Gold pages and expense	134.75	
Honoraria	275.00	
Bulletin expense, net	266.63	
	<hr/>	1,126.78
		<hr/>
		11,141.63
		<hr/>
Excess of revenue over expenditure for the year		1,336.94

Balance Sheet

October 31, 1959

Assets

Current—

Cash on deposit with the University of Alberta	\$4,365.23
--	------------

Fixed—

Office equipment	\$ 46.25
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Sports equipment	227.40
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	273.65
--	--------

Less provision for depreciation	272.65
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	1.00
--	------

	\$4,366.23
--	------------

Liabilities

Surplus—

Balance as at October 31, 1958	\$3,029.29
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Add excess of revenue over expenditure for the 1959 session	1,336.94
--	----------

	\$4,366.23
--	------------

Edmonton, Alberta, January 12, 1960

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1959, and have received all the information and explanations I have required.

In my opinion, the above balance sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1959 according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the results of operations for the year ended at that date.

M. A. ROUSELL

Chartered Accountant, Auditor

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THE ATA NEWS BEAT

Joint Executive Council-TRF Board meeting

On January 16, the Executive Council met with the Board of Administrators, Teachers' Retirement Fund, and the actuary, L. Coward, to consider pension matters. Topics of discussion included: reinstatement for those persons who have withdrawn their pension contributions and subsequently have returned to teaching; estreatments, or the amount retained when persons who stop teaching withdraw their contributions; elimination of penalties for gaps in service; an annuity type pension for teachers entering service after age 50; and the possibility of supplementing or improving existing low pensions. It is hoped that the discussions will initiate desired changes in some, if not all, of these proposals.

From the point of view of the Executive Council, this meeting was most fruitful in the exchange of ideas and the improved understanding of all concerned. The ATA Pension Committee, chaired by Hugh McCall of Stony Plain, held a meeting on January 23 to pursue further some of the matters raised at this joint meeting.

ATA Curriculum Committee

On January 22 and 23, your curriculum committee, chaired by Past President Inez K. Castleton, met to consider resolutions and the report of the Cameron Commission. The whole of the first day was spent in completing the preparations and approving the report of resolutions referred by last year's Annual General Meeting. The thought and care given to this matter is indeed impressive. The resolutions submitted this year were also considered. As it turned out, none of these had supporting data. The committee therefore recommended to the Executive Council that these

resolutions be returned to the local associations concerned with a request that supporting data be provided before they were considered. In the light of the time and energy devoted by the committee to studying resolutions, this recommendation calling for more consideration by locals to the background of resolutions, is perhaps quite understandable.

The ATA Curriculum Committee again considered the matter of procedure in dealing with curriculum resolutions. Considerable dissatisfaction was expressed with specific resolutions being placed before the Annual General Meeting. A clear example was at hand in that one curriculum resolution called for deleting certain sections of a Latin text. It was felt that most AGM delegates could not vote intelligently on such a resolution. Considerable dissatisfaction was also expressed that a number of worthwhile curriculum proposals which are certainly not general policy have to be handled by the Annual General Meeting on the same status as if they were genuine long-term policy. One solution suggested for these difficulties was that the curriculum committee ask for a change in its terms of reference. The change would authorize the committee to deal with resolutions as it saw fit: some would be presented to the Annual General Meeting, some would be studied as at present and reported back to the locals, and some would be acted on directly. The safeguard proposed was that, if the local which had submitted the resolution were dissatisfied, it could subsequently insist that the resolution go forward to Annual General Meeting.

The whole of the second day was devoted to consideration of the report of the Cameron Commission. In general, three procedures were adopted. For some matters in the report, the ATA Curriculum Committee decided that

policy resolutions should go before the Annual General Meeting. For some of the report's recommendations, the committee suggests further study by our locals and sublocals. The committee was prepared to recommend to the Executive Council, in this respect, that all locals be asked to study these matters and that certain locals be specifically asked to study particular items.

The committee's study of the Cameron Commission report was greatly facilitated by the previous work of a subcommittee. Its report enabled the curriculum committee to make progress in such a formidable task as recommending to the Executive Council action on the report of the Cameron Commission.

Members of the ATA Curriculum Committee are: Mrs. Inez K. Castleton, J. N. Carscallen, R. M. Dobson, Miss E. W. Duff, H. G. Forgues, G. S. Grant, A. E. Henderson, N. A. McNair Knowles, Horace F. McCall, Edwin L. McKenzie, L. B. Mallett, T. H. Murray, T. F. Rieger,

Dr. E. W. Buxton, A. B. Evenson, M. L. Watts, Dr. S. C. T. Clarke, and E. J. Ingram.

ATA Resolutions Committee

This committee, consisting of A. D. G. Yates, chairman, H. C. McCall, T. F. Rieger, and W. R. Eyres, has been meeting almost continuously during the first two weeks of February. It is proposing some 40 resolutions to be considered by the Executive Council for placing before the Annual General Meeting. In addition, some 35 resolutions from local associations were considered by the committee. All these resolutions go forward to the 1960 Annual General Meeting.

Meeting of table officers with Faculty of Education representatives

On February 1, a meeting was held with representatives of the Faculty of Education to discuss some common problems. Present were: President Staples,

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Vice-President Yates, Past President Castleton, General Secretary Clarke, Assistant General Secretary Seymour, and Executive Assistants McFetridge and Ingram from the Association, and Dean H. T. Coutts, Dr. H. S. Baker, and W. Pilkington from the Faculty.

The first and most important matter for discussion was the faculty evaluation of years of teacher education. Dean Coutts pointed out that many of these are done solely for salary purposes and not for admission to the University of Alberta. A second problem is that some divisions and counties do not use the evaluation done by the Faculty of Education and, when a teacher moves from such divisions and counties to those which do, there is often a loss in salary and considerable ill will is generated because of the different evaluation. A third difficulty is that teachers entering this province from elsewhere frequently feel that the evaluation done by the Faculty of Education and based on the *Appendix to Salary Schedules* is too low. They tend to blame the Faculty of Education. Representatives of the Association pointed out that evaluation in the hand of the University of Alberta has brought order out of chaos, has tended to raise standards of teacher education in the province, and, in fact, the University is the only institution with the necessary personnel and records for evaluating years of teacher education. After considerable discussion of the problems involved, a joint committee was proposed to determine policy and receive appeals. A permanent secretary to this committee, employed by and housed in the University, could do much of the actual work of evaluation. It should be emphasized that this proposal has not yet received the approval of the various authorities concerned. It should also be emphasized that the Association's representatives were most anxious that the University of Alberta continue with evaluations.

The second matter discussed was a proposal, originating in the University but not in the Faculty of Education,

that summer session registration be restricted to one course. Your Association representatives agreed that the time was not ripe for any such action and that it should only occur after ample warning had been given to teachers. It was pointed out that such a regulation would delay improvement of the teaching force and tend to encourage teachers to attend summer sessions outside Alberta. It was made clear that your representatives did not favor the implementation of any such proposal at this time. Faculty representatives concurred in these views.

For information, Dean Coutts told members present that there was good likelihood of a Faculty of Education building being erected at the north end of the campus. The proposed site was either that of the present Assiniboia Hall or close to it. There was some misgiving in the minds of certain faculty members about the loss of the demonstration school.

Your representatives again requested the Faculty of Education to sponsor a seminar on curriculum which would involve representatives of the Association, the Faculty, and the Department of Education. It was hoped that such a seminar would clarify the roles of these various groups in the light of the recommendations of the Cameron Commission.

The meeting with faculty representatives was most fruitful and explored a number of common problems. It was with considerable satisfaction that the representatives learned that at long last education was to be provided with a new building at the north end of the campus, to eliminate the student race between classes and to make provision for the ever increasing enrolment in the Faculty of Education.

Grievances

A new crop of grievances starting about the time of the Christmas holidays and continuing through the new year has occurred. It is interesting to note that, of eight grievance cases dealt with in this period, in only two instances did the

teacher concerned approach the Association. In two instances, the Association was approached by the local association, in two by the Department of Education, and in another two by the school board concerned. These grievance cases covered the gamut from mental illness through inefficiency to difficulties in administration and difficulties between a principal and a staff member. One grievance is a difficult salary matter. In general, each grievance case may take from one to four or five days of a staff officer's time. In addition to these grievances, one investigation of a discipline charge is in progress.

Field Service

On January 4, Dr. Clarke spoke at the Banton Home and School on the role of The Alberta Teachers' Association in education. On January 6, along with Mr. Ingram, he spoke to the coordinating committee of the Edmonton Public School Local about curriculum develop-

ment. On January 13, he spoke to the Lethbridge Local on professionalism in teaching. He shared the deliberations of the ATA Curriculum Committee on January 22 and 23. On January 25, he spoke to the executive of the Alberta School Inspectors' Association regarding the possibility of membership in our organization for all professional educators. On January 26, he conferred with the supervisor of student teaching at the Faculty of Education, Aubrey Earl, about the extension of observation and participation of teacher trainees in classroom activities and about the possibility of selection training and accreditation of demonstration teachers all over the province. Mr. Earl promised to write a full account of these proposals for *The ATA Magazine*. On February 1, Dr. Clarke attended the Edmonton City Convention and on February 4 and 5, the Calgary City Convention.

Mr. Seymour addressed the Barrhead Local on January 6 on the report of the

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Cameron Commission. On January 7, he attended a conciliation meeting with the Clover Bar school board and on January 9, chaired a meeting of the economic consultants of the Association. On January 13, Mr. Seymour, Mr. McFetridge, and Mr. Rieger met with the Macleod Local in Claresholm, and on January 14, Mr. Seymour met with the Bowness teachers regarding their salary dispute. On January 17 and 19, Mr. Seymour was busy with the Clover Bar conciliation, and on January 22 completed work on the Bowness agreement. On January 23, he attended an area briefing school in Medicine Hat. On January 25, he met with representatives of the Edmonton Public School Board regarding interpretation, and, along with Mr. McFetridge, held an experimental urban seminar. He met with the Minister of Education on January 28, along with A. D. G. Yates, regarding sub-examiners' pay. On January 30, he attended the Edmonton District briefing school, on February 6, the area briefing school in Calgary, and the week of February 8 prepared for Leduc and Clover Bar conciliation meetings and the Executive Council meeting of February 12 and 13. During this time Mr. Seymour has worked on *The ATA Magazine* and on the investigation of salary indemnity plans. Like Dr. Clarke, he attended the Edmonton and Calgary City Conventions and in between made a trip to the southern part of the province on a grievance case.

Mr. Eyres returned to the office from his annual vacation on January 11. On January 12, he attended a credit union meeting in Calgary. He spoke on the credit union on January 18 and 20 at Calmar and at Garneau School. On January 21, he addressed the Flagstaff Sublocal at Forestburg on the Cameron Commission report. On February 6, along with Mr. Ingram and J. Cheal and H. C. Melsness of the Faculty of Education, he attended an ATA seminar at Medicine Hat and led group discussions on pensions and credit union affairs. On

February 8, he was investigating a discipline charge and on February 9, he attended the first annual meeting of the ATA Savings and Credit Union Limited. As indicated previously, Mr. Eyres has been meeting almost continuously with the ATA Resolutions Committee.

On January 6, Mr. Ingram, along with Dr. Clarke, met the coordinating committee of the Edmonton Public School Local to discuss the development of curriculum activities in the Association. He spoke to the Vermilion Local on January 14 and on January 19 to a sublocal at Winterburn on action research. On January 20, he attended a meeting of the Alberta Education Council in Calgary and that evening a meeting of the home and school's TV committee. On January 27, he spoke to a home and school meeting at Alix and on February 3, to a similar group in Edmonton on the Cameron Commission report. On February 6, he assisted with the ATA seminar in Medicine Hat and on February 10, made a trip to Red Deer to arrange for the Education Week ceremonies there. Mr. Ingram has also been assisting the work of the ATA Resolutions Committee.

On January 13, Mr. McFetridge attended the Macleod Local meeting regarding a conciliation board award. He attended an area briefing school on January 23 at Smoky Lake and, along with Mr. Seymour, the urban seminar on January 25. On January 27, he spoke to the Beverly Heights Sublocal on the Cameron Commission. On January 30 and February 6, he was at area briefing schools at Lethbridge and Edmonton and in between these dates was in the mid-west part of the province on a grievance case. A major part of Mr. McFetridge's time has been occupied with preparation of economic bulletins and materials for use in area briefing schools and for regional conferences scheduled for February and March. He assisted the ATA Resolutions Committee during the early part of February.

NEWS FROM OUR LOCALS

Andrew teachers discuss action research

Action research was the topic of discussion at the regular monthly meeting of the Andrew Sublocal held in January. It was unanimously agreed that there is a need for much research study by teachers as groups in order to keep up with the trends in education and teaching as a profession. The teachers also decided to make an extensive study of the advantages of teacher-parent interviews. A. Hushlak was chairman and J. W. Huculak, secretary.

Malto-Sylvan Lake begins work on social studies project

Eighteen members of the sublocal met at the Sylvan Lake School on January 27. Following the business meeting, conducted by the vice-president, Mrs. A. Sterling, the group was divided into three sections, representing Divisions I, II, and III, to begin work on the social studies project under current study. Summaries made by each group expressed satisfaction with the progress made and work will be resumed at the February meeting.

Exchange of visits arranged by Brownfield-Coronation teachers

There were 21 members present at the regular meeting of the sublocal held in Coronation on January 11, during which each room teacher met with the visiting teachers of the corresponding grades for room inspection and discussions on mutual problems. Both visiting and visited teachers expressed the opinion that the exchange was helpful and the visitations are to be repeated at the next meeting when Brownfield teachers will be hosts. Business of the evening included a discussion of the public speaking contest to be sponsored by both

schools this spring. A date for the final judging will be set at the March meeting. Mrs. J. Saville, district representative, is to be invited to the May meeting to speak on ATA policy and the Teachers' Retirement Fund, and a committee of three has been appointed to prepare questions for discussion.

Supervisor of physical education addresses teachers of Camrose South

Len Thomas, supervisor of physical education in the Killam School Division, was guest speaker at the Camrose South Sublocal meeting in January, and gave an interesting talk on the aims and requirements of the physical education program in the schools. Superintendent J. R. S. Hambly, J. W. Pearson, chairman of the Camrose School Division, principals and teachers from various schools of the division, and a large number of the sublocal members were present.

Teachers exchange views on professional problems

Reading in the elementary grades, the social studies-language essay in the junior high school, and segregation in the high school were areas of discussion at the January 13 meeting of the Camrose City Sublocal. Forty-five members took part in the exchange of views on common problems and practices in these areas. Comments after the discussion indicated that teachers gained useful ideas for incorporation in their own classroom technique.

Organization results reported from Castor-Theresetta-Halkirk-Paintearth

The sublocal's first meeting was held on December 9 and officers elected were: Archie Leslie, president; Charles Mills, vice-president; and Mrs. Alma Ford,

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secretary-treasurer. Highlight of the February meeting to be held at Halkirk will be a talk by Stella Bernard of Theresetta School. Miss Bernard is a graduate of Calcutta University and has her bachelor's and master's degrees. She will compare education in India and Canada and give her impressions on the Alberta system of education.

Discipline chosen as research project

At the January 27 meeting of the Clive-Satinwood Sublocal it was decided to purchase some professional literature which will be available to the teachers of both schools. Included will be books on discipline to assist the Satinwood teachers in their research project on the subject. The teachers also took part in a discussion on sections of the report of the Royal Commission on Education and heard reports by Brian Davis on the executive meeting of the local and by Mr. Davis and Ralph H. Meeres on sports activities.

"Now, 30 years ago . . ."

At the January 18 meeting of the Cold Lake-Grand Centre Sublocal, J. Stonehocker gave a most interesting and often amusing account of the development of educational services and changes in teaching conditions in the area during the past 30 years. Thirty-one members attended the meeting held in St. Dominique's School. Groups were appointed to study particular recommendations from the report of the Cameron Commission and to prepare talks on certain aspects for future meetings.

Science teaching is topic at Dickson-Markerville

The science program in the schools was the topic of an address by Irving Hastings of Red Deer at the January 14 meeting of the Dickson-Markerville Sublocal. The science teacher must be creative and enthusiastic to develop a scientific attitude and critical thinking in the pupils, said Mr. Hastings. A common fail-

ure in the teaching of science seems to be to try to cover a large area and just skim the surface. Mr. Hastings concluded his talk by showing experiments that could be easily demonstrated in the classroom with a minimum of equipment. Eleven members and two visitors enjoyed an Italian supper preceding the meeting at the home of Mr. and Mrs. Hal Craig.

News from Didsbury

Teachers of the Didsbury Sublocal enjoyed a banquet and party on December 9. The interesting program was conveyed by Mrs. Ruth E. Konschuh, Mrs. Hazel Youngs, and Patricia Halliday. The January 6 meeting featured a discussion of CBC television programs and an illustrated talk by E. T. Wiggins on Ann Arbor High School in Michigan and Hearst San Simeon Castle in California.

Public relations discussed at Drumheller

The program for the fourth meeting of the Drumheller Sublocal held at Delia centred around public relations of the teacher. The members discussed: the qualities of a good teacher, satisfactory pupil contacts, and maintaining favorable parent contacts. Twenty-three teachers attended the meeting, at which plans were made for a teachers' bonspiel in February and a motion was passed to begin negotiations for a new salary contract.

Flannel graph demonstration given at Hines Creek

At the January 21 meeting of the sublocal, an interesting demonstration on the use of the flannel graph was given. Mrs. H. Sideroff showed how the flannel board and materials could be made. Mrs. A. Lochheed taught an interesting Grade III science lesson, and Irene Hoover demonstrated a lesson in arithmetic in Grade II. Mrs. P. Raspberry told the story of Little Red Riding Hood with many colorful pictures. Mrs. C. Curtis showed how the flannel board has almost limitless possibilities in teaching typing,



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social studies (making maps), and other subjects.

Education Week plans made

The Hythe, Valhalla, La Glace teachers met on January 12 to discuss their plans for Education Week, which include a meeting, tea, and banquet to be held the Saturday previous. In a short discussion on supplementary pensions for retired teachers, the sublocal teachers were in favor of supporting retired teachers with low pensions.

Irma teachers consider the slow learner

At the January meeting of the Irma Sublocal, Mrs. L. Prosser read a very interesting essay, "The Slow Learner". She had prepared the essay at summer school where it was possible to examine the results of research on the subject. Mrs. Prosser dealt with such matters as: recognition of the slow learner, estimates of the size of the slow learner group, and ways of helping such pupils.

Report from Lac la Biche

The January meeting of the Lac la Biche Local was chaired by Paul Piquette, president of the new executive, elected at the November meeting. Chief items of business were group insurance and the appointment of delegates to the area briefing school. A committee of three, Miss V. Torresan, J. Yurkiw, and N. Chodan, was nominated to organize the annual teachers' bonspiel. The public relations committee, under the leadership of Mrs. E. Uganetz, presented for discussion and approval an outline of the programs selected for the year. An organized discussion of the code of ethics followed.

Successful bonspiel held by Lethbridge Northern

The Picture Butte Curling Rink provided the ice for the ten rink bonspiel of the Lethbridge Northern Sublocal on January 7, beginning at 4 p.m. and finish-

ing at 7 p.m. Beginners and professionals played side by side in what proved to be a very exciting and closely contested game. The sublocal's regular meeting, held immediately following the bonspiel and lunch, began with the presentation of prizes. Trophy spoons were presented by Mrs. T. O'Donald to the Tom Rieger rink for first place standing. The last place rink of Mary Matties received ballpoint pens as consolation prizes. A brief report was submitted by Dennis Maier on the business of a recent meeting of the executive of the local association. Items included resolutions for the Annual General Meeting, student insurance, and certain resolutions formulated at a recent trustee convention. A bonspiel for the Lethbridge Local is planned for March and T. F. Rieger was elected as chairman.

Morinville teachers hear about School for Retarded Children

Mrs. W. Stewart, principal of the School for Retarded Children in Edmonton, spoke to teachers at the January meeting of the Morinville Sublocal. Mrs. Stewart also showed films of the school at work. The meeting was held at the Cunningham School.

Namoo Sublocal organizes

Officers for Namoo Sublocal for the current year are: R. J. Klinck, president; R. Killeen, vice president; Mrs. June Rolfe, secretary-treasurer; Barbara McMillan, press correspondent; Charles Roberts, sublocal councillor; and Donald MacDonald, public relations representative. Mr. Klinck is also representative on the curriculum committee.

Bert Wilkinson elected president of Viking Sublocal

Bert Wilkinson was elected president when 23 members of the sublocal met in November to name a new executive for the year. Nicholas Yianni is vice-president; Mabel Vincett, secretary-treasurer; Matilda Gommeringer, press correspon-

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ent; Earl Kindley, local representative; and Bob Evans, sports representative. Twenty-one members attended the December meeting which heard a report by Mr. Kindley on the Holden Local meeting. Announcement was made of awards to William Ogrodnick of Holden as the outstanding teacher and to Doris Brown of Tofield as the outstanding beginning teacher, and a discussion on the matter of giving such awards followed. An informative talk on the Alberta, Saskatchewan, Manitoba School of Narcotics Education was given by Nora Rugland who attended the 1959 session. The program included a film, "Twenty Thousand to One", depicting cigarette smoking as a cause of lung cancer.

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Please direct inquiries and applications to Dr. W. D. McDougall, Chairman of the Division of Elementary Education, or to Dr. H. S. Baker, Chairman of the Division of Secondary Education, University of Alberta, Edmonton.

THE MAILBAG

To the Editor—

For some time the Faculty of Education has been steadily moving toward strengthening the subject-matter backgrounds of students in the secondary division. One such move ratified by General Faculty Council at its last meeting has been a stiffening of prerequisites and co-requisites for our methods courses, Education 280S and Education 280S-Su.

Since teachers are now beginning to register for Education 280S-Su, we think it important that they be advised of the change at the earliest possible moment and are hoping that you will find it possible to insert the attached notice in the February issue of *The ATA Magazine*. We shall certainly be grateful if you can. Needless to say, we should hesitate to make this request if it were not for the guidance of teachers in the field.

Yours sincerely
H. S. BAKER
Chairman
Division of Secondary
Education
Faculty of Education
Edmonton

Editor's Note—We are happy to include the notice. Our readers will find it on page 26.

To the Editor—

Coincident with the 1960 Summer Session, the University of Alberta again will conduct two special projects: a Summer School of Linguistics, and a Summer Institute for Modern Mathematics.

The Summer School of Linguistics will offer a program of ten courses. These should be of special interest to teachers who are completing requirements for the

bachelor of education degree with majors and minors in languages, including English.

One course involving two hours of lectures and two additional hours of discussions each day will be offered in the Summer Institute for Modern Mathematics. A limited number of bursaries will be available to those who take the course provided they hold at least a bachelor's degree. Preference will be given to teachers of mathematics who, because of their experience, rank, and geographic location, are in a position to affect the teaching of high school mathematics in the province.

More detailed information concerning both of these projects may be found in the Summer Session announcement and also in special brochures which may be obtained from Dr. E. Reinhold, director of the Summer School of Linguistics, Department of Modern Languages, and from Professor E. S. Keeping, director of the Summer Institute for Modern Mathematics, Department of Mathematics.

Yours very truly
JOHN W. GILLES
Director, Summer Session
University of Alberta
Edmonton

Greater Montreal Teacher Dispute

The Provincial Association of Protestant Teachers of Quebec has advised that a salary dispute exists between the Protestant School Board of Greater Montreal and its teachers. The PAPT requests that all teachers who may be considering making application for teaching positions with the Protestant School Board of Greater Montreal withhold such applications until the present dispute is resolved.

Q & A

OUR READERS WRITE

◆ *Is a substitute teacher required to pay contributions to the teachers' pension fund?*

Any and every teacher who is employed during ten or more teaching days in a calendar month must pay the statutory five percent of salary earned to the Teachers' Retirement Fund.

◆ *What benefit can a substitute teacher receive from the pension fund?*

If the teacher's total service is sufficient to make him eligible for pension on retirement from teaching, the benefit is evident. If he cannot qualify for pension, he may be able to qualify for such a refund of contributions as is provided by the current by-law. (The Executive Council and the Board of Administrators of the Teachers' Retirement Fund have under current study the matter of refund of contributions.)

◆ *Do I have to take vindictive abuse from my principal?*

No. You are required to cooperate with the principal in matters relating to the general organization and administration of the school. You are also required to attend staff meetings called for dealing with the business and the problems of the school. Should you be subjected to vilification or 'vindictive abuse', you are entitled to call for observance of the code of ethics and to consider whether there are grounds for a charge of professional misconduct.

◆ *Does a school staff have the legal right to keep children off the school grounds before school and during the noon hour?*

No, unless the school board has made a regulation prohibiting children from being on the school grounds except at specified times. The school board has this right under *The School Act*; the school staff does not. During the school day, the regulations indicate that the principal and staff have the right to direct and supervise the playground activities of pupils. Such direction and supervision is subject to approval by the school board. If no rules exist, the pupils may play on the school grounds at any time.

◆ *Can a teacher be transferred by a school board during the school year?*

Yes. However, *The School Act* requires that the board must give the teacher concerned seven days' notice in writing of such transfer. The teacher may, within seven days after receiving the notice of transfer, request in writing a hearing before the board. It is further provided that a principal, vice-principal, or assistant principal shall not be transferred during the school year. You should know that in most cases of transfer the teacher is consulted and if mutual agreement is reached the provisions of *The School Act* are rarely used.

◆ *What books are recommended or authorized as suitable substitutes for "Bible Readings for Schools"?*

We do not know of any substitutes. You could consult with your superintendent or write to the Director of Curriculum, Department of Education, Edmonton.

◆ *Does a teacher have legal liability if he takes a group of his students on a tour of a factory on a Saturday?*

We believe that liability could result.

◆ *Should a teacher complete his term return before the last school day?*

You can't do this and not bear false witness when you sign the declaration.

◆ *Does the teacher have the legal right to confiscate property of pupils?*

No.

◆ *Should a school principal permit a policeman to take a student from his classroom?*

No, unless the policeman presents a warrant for his arrest. If the police wish to interview or to question a pupil, the principal should be present or else he should advise the police that the student's parents should be present.

◆ *What is the legal right of a teacher to detain students after school hours?*

He has no legal right to detain a student. However, if regulations approved by the school board covering detention classes are in effect, the teacher may make use of this form of discipline.

◆ *Why can't the ATA operate its own insurance program and thus save teachers the profits made by insurance companies?*

Firstly, because the Association under Alberta law would need to become incorporated as an insurance company. Secondly, the reserve funds which would be necessary, taken together with costs of incorporation and administration, would be prohibitive.

◆ *I was involved in a car accident last month. Can I use the ATA solicitor as my lawyer?*

No. The Association's solicitors are retained for advice to the Association in

cases where the general welfare and interests of the membership are involved.

◆ *When are the resolutions for the 1960 Annual General Meeting printed in the magazine?*

In the March issue.

◆ *I have checked my qualifications and teaching experience with the salary schedule and find that I am being paid less than what I think I should be paid. I have asked the secretary-treasurer of the school board about it, and he says that my salary is correct. What can you do for me?*

Your first step is to report your problem to the secretary of your local and to the chairman of your salary committee. If they are unable to assist you in your claim, you should write a letter to the Association requesting that action be taken in your behalf.

◆ *Why doesn't The Alberta Teachers' Association run a teacher-placement bureau?*


We have enough problems already.

◆ *Who is a good consultant to have at one of our principals' association meetings?*

Write to the chairman of the Division of Educational Administration, Faculty of Education, University of Alberta, Edmonton. He should be able to suggest several names.

◆ *We are thinking about establishing a group life insurance program in our local. Have you any advice for us?*

Yes. You should be careful to have the master policy studied carefully by



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Cooperation Requested

Each year, hundreds of teachers in Alberta resign from their positions. In some divisions, districts, and counties, the number resigning may be as high as fifty percent of the total teaching staff.

Most teachers know that, if they intend to leave teaching, they must resign on or before June 15. If they intend to seek another teaching position, they have until July 15 to resign. Teachers who enter a contract with another school board are, of course, required to give notice of termination of the existing contract within eight days after signing the new contract.

It is human nature to postpone. Many teachers who know they will be resigning from their present positions delay until the last minute handing in their resignations. This delay works a hardship on the school board concerned and on other teachers. The earlier resignations are submitted, the more time there is for school boards to advertise and for other teachers to apply for the positions vacated.

Teachers are, therefore, urged to submit their resignations as soon as possible after making the decision to resign. The more difficulty school boards experience as a result of teachers waiting until the last minute to resign, the greater will be the pressure from trustees to have the date for teacher resignations made earlier. It is in the interests of teachers to act voluntarily in this matter. The welfare of your fellow-teachers makes this call on your professional spirit.

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The Alberta Teachers' Association

Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

Competence

Three of the recommendations in the report of the Royal Commission on Education are addressed directly at The Alberta Teachers' Association. The one dealing with competence is 155—

That The Alberta Teachers' Association have and accept the responsibility of jurisdiction over the competence and ethics of its membership so that its corporate actions are seen as professional.

For many years now, the Association has had responsibility for the ethics of its members. We have a Code of Ethics and a Discipline Committee to enforce its provisions. It may well be that the Code of Ethics requires examination to determine whether it is still sound or whether it needs revision. The Executive Council of the Association urges individual teachers, sublocals, and locals to study our Code of Ethics, and has authorized an ethics study kit which contains the codes of the teacher organizations in most of the Canadian provinces, a few from other organizations, and some suggestions about procedure. The kit can be obtained from Barnett House. Suggested changes in the Code of Ethics should be forwarded to the Executive Council for further action.

In the past, our Association has never had nor accepted responsibility for jurisdiction over competence. The implications of this particular recommendation are far-reaching. The recommendation cannot be implemented without the Association playing a far larger part in certification, decertification, and inservice education than is the case at present.

The best safeguard of competence is to insure that only competent persons enter the teaching profession. Apart from the screening of candidates, which the Cameron Commission sees as the proper responsibility of the Faculty of Education, the certification of teachers is the point at which initial competence should be determined. Should there be a committee appointed by our Association to recommend the granting and withholding of certification?

Even after certification, the maintenance of competence is a major task. Teachers, like all other professionals, lose some of their skill and knowledge after a number of years. Even if this does not occur, the very growth of the science of education requires

inservice education to keep teachers abreast of the times. The positive aspect of 'having and accepting the responsibility of jurisdiction over competence' would be a tremendous increase in our participation in inservice education. This would not necessarily mean that the school system's administrative staff, which has traditionally been concerned with inservice education, would be displaced in this work. Rather, it would mean that our Association would play a much larger part in cooperative action. To do this task properly might well mean a considerable increase in fees to be used to secure a staff of experts for the Association in such matters as reading, social studies, mathematics, and guidance. This staff could work with individual teachers, school staffs, sublocals, locals, institutes, conventions, and specialist councils on the maintenance and improvement of teacher competence.

Some argue that the maintenance and improvement of teacher competence is not our task — it is the task of the school administration. The questions teachers must answer in this respect are two. Is it necessary to maintain and improve teacher competence? If so, is it better that we do it ourselves or have it done for us?

Turning from the positive aspect of the problem to the negative, what do we do with incompetents? Obviously, the proper thing to do is first to try to maintain and improve their competence. Failing in this attempt, then what do we do? Should the committee on certification and decertification which was proposed above have power to recommend suspension and/or cancellation of certificates of the proven incompetent? Again, some real difficulties arise. What is taken as evidence of incompetence? Is the procedure used similar to a discipline committee hearing? How is poor placement, that is, the teacher having been assigned to grades or subjects not suited to him, untangled from general incompetence?

The matter of teacher competence is of first importance to our Association. This month, in speaking to both the Edmonton and Calgary City Conventions, President Staples dealt first with this recommendation of the Cameron Commission report. Professionally-minded teachers will be thinking over the implications in Recommendation 155.

Stanley Clarke



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